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ABSTRACT

The first 28 pages summarize the whole report. The rest is devoted to the Progress Report itself. Part I deals with the Regents' review of the progress reports of the State University of New York, the City University of New York, and the private colleges and universities in the state. Included in this consideration are reports of the institutions' responses to the Regents' priority concerns; financing, manpower, health sciences, higher education opportunity, teaching, interinstitutional cooperation, continuing education, college and university governance, two-year colleges, libraries, and innovation. Part II contains the Regents' report on higher education, including the status of their 1968 recommendations, projects and studies, amendments and synthesis of the 1969 progress report, and basic data on the past, current and projected status of higher education in the state. Part III deals with the legislation on: the City University of New York, two-year colleges, educational opportunity programs, and student unrest. Eighteen tables are contained in the report and 3 appendices are attached. (AF)

ED039841

1969
PROGRESS REPORT
# of the
BOARD OF REGENTS
on

THE REGENTS STATEWIDE PLAN
FOR THE EXPANSION AND DEVELOPMENT
OF HIGHER EDUCATION, 1968

1784

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

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ED0 39841

November 1, 1969

Dear Governor Rockefeller:

In accordance with Section 237, Subdivision 3, of the Education Law of the State of New York, I am pleased to transmit to you herewith the 1969 Progress Report of the Board of Regents on the Regents Statewide Plan for the Expansion and Development of Higher Education, 1968.

The interim revisions prepared respectively by the Trustees of the State University of New York and the Board of Higher Education of the City of New York have been received and acted upon, and the recommendations of the Regents pertaining thereto have been incorporated in the Regents Plan. The contribution of the private institutions of higher education in the State has been significant and this has been incorporated in the same fashion as the materials provided by the State and City Universities.

The 1969 Progress Report is the first revision of the 1968 Statewide Plan and represents a major departure from previous progress reports. The Regents commend this Report and its provisions to you for careful consideration and prompt implementation with the expectation that the bi-partisan support which education in New York State has consistently received may continue undiminished.

Respectfully yours,

Joseph W. McGovern

Joseph W. McGovern
Chancellor

The Honorable Nelson A. Rockefeller
Governor, State of New York
State Capitol
Albany, New York

PREFACE

The 1969 Progress Report of the Board of Regents on the Regents Statewide Plan for the Expansion and Development of Higher Education, 1968 is organized into a Summary at the beginning of the document, pp. S-1 to S-28 and a detailed discussion which comprises the Progress Report itself, pp. 1 - 320.

The Summary is an abstract of the Progress Report itself, and is keyed to it. The Regents Position are to be found in the Summary, and the interested reader may easily refer to the more extended discussion pertinent to the summarized material.

The Progress Report itself reflects the Board of Regents role as policy maker and coordinator of all of higher education. It also sets forth the Regents recommended courses of action and analyzes the progress reported by the State and City Universities, and by the Commission on Independent Colleges and Universities on behalf of the private institutions of the State; the Regents action on proposed amendments; and the Regents synthesis of all the factors influencing the course of higher education in the past year. In addition there is a summary description of the basic facts concerning the status of higher education. This brief statement will be supplemented by the publication of Higher Education Planning Statistics, 1969.

Although the 1969 Progress Report is a more detailed discussion than has been presented in the past because of new legislation, a new spirit of cooperation among the sectors of higher education, and the development of more adequate data bases, the Regents have attempted to present the Summary and Report so that each is comprehensible not only to educators, but to all concerned with education in our State. It is expected that future reports will be more concise, and, at the same time, more comprehensive, as the data systems continue to evolve.

RWC

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SUMMARY OF

1969

PROGRESS REPORT

of the

BOARD OF REGENTS

on

The Regents Statewide Plan
for the Expansion and Development
of Higher Education, 1968

THE 1969 PROGRESS REPORT SUMMARY

Introduction (pp. 2-5)

With the enactment of the 1961 amendments to the Education Law, the Board of Regents of the State of New York was charged with the responsibility of formulating, each four years beginning in 1964, a Statewide Plan for the Expansion and Development of Higher Education. The same amendment provided for progress reports on the Statewide Plan to be compiled in each interim year.

Because the 1968 Statewide Plan was the second of the quadrennial plans, and also because the statewide planning process for higher education is undergoing certain changes in approach and emphasis, the 1969 Regents Progress Report contains a somewhat more detailed presentation of developments and achievements at the public and private colleges and universities of the State than did previous interim reports. Recent legislation concerning the City University of New York, and active interest expressed by the Office of the Governor, have also had their impacts on the higher level of specificity and expanded breadth of coverage represented by this Progress Report.

The format adopted for this Report recognizes three principal power centers in New York higher education: the institutions themselves, divided into State University, City University and the private colleges and universities; the Board of Regents; and the Legislature of the State of New York. Application of this format has resulted in an organization of the Report represented by the abridged Table of Contents below.

PART I: THE REGENTS REVIEW OF THE PROGRESS REPORTS OF STATE UNIVERSITY OF NEW YORK, CITY UNIVERSITY OF NEW YORK, AND PRIVATE COLLEGES AND UNIVERSITIES OF NEW YORK

A. Section 1, The Progress Report of State University

1. On Major Recommendations
2. Responses to the Regents Priority Concerns
3. Amendments to the Master Plan
4. Proposed New Programs

B. Section 2, The Progress Report of City University

1. On Major Recommendations
2. Responses to the Regents Priority Concerns
3. Amendments to the Master Plan
4. Proposed New Programs

C. Section 3, The Progress Report of Private Colleges and Universities

1. On Major Recommendations
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3. Amendments to the Master Plan
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PART II: THE REGENTS REPORT ON HIGHER EDUCATION

A. Section 1, The Status of the Regents 1968 Proposals and Recommendations
B. Section 2, Regents Projects and Studies
C. Section 3, Regents Amendments and Synthesis of the 1969 Progress Report
D. Section 4, The Status of Higher Education, Past, Current and Projected (Basic Data)

PART III: LEGISLATION

The review of the Progress Report of each of the three sectors asks, in effect, four questions: "What progress has been made toward the implementation of previously set goals?"; "What responses have been made to the Regents ten priority concerns, as outlined in the 1968 Statewide Plan?"; "What amendments to the 1968 Master Plan are recommended?"; "What new programs are proposed?"

The Regents report on higher education presents four types of information: the present state of implementation of the 29 Regents recommendations of 1968; the current status of certain activities to which the Regents have committed themselves; amendments which the Regents made to their 1968 recommendations and a series of candid expressions of the Regents views of the current and future status of higher education; and a statistical description of enrollment, admissions, degrees, faculty, programs, facilities and finance for 1967 and 1968, with selected items projected to 1970, 1975 and 1980.

Legislation (Part III) offers a brief analysis of recent legislation in each of the following areas: City University of New York finance; two-year college fiscal support; support for higher education opportunity programs; and student unrest.

Finally, three appendices contain information on the following:

A. Institutions excluded from tables for non-submission of data;

B. Total undergraduate programs of the City University of New York;

C. Actions taken by the Board of Regents, August, 1968, through August, 1969.

PART I: THE REGENTS REVIEW OF THE PROGRESS REPORTS OF STATE UNIVERSITY OF NEW YORK, CITY UNIVERSITY OF NEW YORK, AND PRIVATE COLLEGES AND UNIVERSITIES OF NEW YORK

Section 1, The Progress Report of State University

1. THE REGENTS POSITION ON STATE UNIVERSITY'S MAJOR RECOMMENDATIONS

The Regents are pleased to commend the State University for the progress evidenced in the past year. The State University has succeeded in accomplishing many difficult and complex tasks, and has reported its progress in a planning document of high quality reflecting great advancement in the implementation of the section of the education law dealing with the planning process. The quality of the thought expressed and the incisive way in which it is expressed is a most welcome achievement, and provides a new depth to the understanding of the planning process in New York.

One item which calls for particular praise is the emergence of the State University's information system which has provided factual detail of an unparalleled quality and quantity. It could serve as a model for all institutions in the State.

The Regents propose that the Trustees consider the amendment of Recommendation No. 39, identifying counties in which multiple campus operations of community colleges may be encouraged. Although the Regents agree with the principle that a single sponsor within a given locality is desirable, and are willing to entertain specific proposals whenever the circumstances warrant such action in the estimation of the State University, orderly process calls for certain considerations set forth in the Two-Year College section of this document.

The University is encouraged to continue the outstanding progress it has already exhibited.

The above statement reflects the extent to which State University has pushed toward partial or full implementation of the great majority of its 46 recommendations of 1968.

A brief summarizing review of the 22 categories into which State University has placed its recommendations and its report on progress toward them, reveals that marked accomplishments have taken place in the areas of: the expansion of the State University Press; the meeting of health manpower needs; the re-examination of the mission of the College of Home Economics at Cornell; the implementation of the University's Plan of Progress for the Disadvantaged; the proposed study of major policy questions on the two-year colleges; the strengthening of two-year college faculty; and the application of computer facilities to problems of instruction, research and administration.

Significant developmental activity has occurred in the areas of governance, continuing education, extension of educational radio facilities, library development and interinstitutional cooperation.

Most of the 46 recommendations of the 1968 State University Master Plan have been explicitly reaffirmed, either by action or by statement; amendments have been in the form of eliminating minor and administratively impractical specific percentage quotas, or in adding scope or intensity to an existing recommendation without changing its intent or direction.

2. State University's Response to the Regents Priority Concerns

Financing Higher Education (pp. 53-54)

On the State University's response in the Priority Concern area of finance, the Regents position is one of regret that certain discussions taking place among the Regents, State University and the State Division of the Budget have not this year progressed to a level which would permit inclusion of long-range operating and capital requirement projections. They express their expectation that such information will be included in State University's 1970 Progress Report, while acknowledging in this 1969 Report inclusion of information on student aid and State University's active participation in Federal student aid programs.

Manpower (pp. 54-56)

Concerning progress being made by State University toward the meeting of statewide manpower needs, the Regents take the position that the University's definition of its efforts in terms of its diverse offerings is largely justified. They take particular note of developments in nursing education, and of State University's expressions of active concern in the areas of manpower needs in social work, dentistry and medicine.

The Regents were further influenced by information reported on development of new programs in health sciences education at the two-year colleges, the University colleges and the health sciences centers; and by the proposal, approved by the Board of Trustees, for a School of Social Services at the University Center at Binghamton.

Higher Education Opportunity (pp. 56-57)

Submitted information on State University's response to the Regents Priority Concern area of higher education opportunity led to a statement of commendation from the Board of Regents for progress made in "extending the opportunity for higher education to deserving, but previously excluded, students . . ." The Regents further acknowledged data provided in State University's 1969 Interim Revision of its Master Plan on significantly high rates of increase in the enrollment of minority group students.

Additional factors in the Regents commendation included innovative attempts being made on the campuses toward development of new criteria for admissions and new practices for retention.

Teaching (pp. 57-58)

Concerning preparation of teachers by the State University, the Regents take the position that data submitted regarding the production of degrees and certificates in education are in conformity with the University's long record of leadership in supplying teaching personnel for the State. The Regents further comment that henceforth their priority concern with teacher preparation will be understood as concern chiefly for excellence of preparation and quality of performance.

Interinstitutional Cooperation (pp. 58-59)

Disappointment on the part of the Regents was registered, in spite of a strong expression by State University of its position on the importance of intra-University interinstitutional cooperation, with the comparatively small number of examples of active cooperation reported outside of the State University system itself.

Reminding the University, the largest single component of higher education in the State, of its proper role as an active promoter of extra-University cooperative ventures, the Regents cited needs of the Mid-Hudson region, or the social welfare needs of the Rochester area, as possible fields for such efforts.

Continuing Education (pp. 59-60)

On State University's response in the Priority Concern area of continuing education, the Regents position is one of satisfaction with the reported designs of programs for the needs of groups within the operating areas of individual campuses being especially cited. Adoption of this favorable position by the Regents was further influenced by reported information on data being made available by State University on the nature of existing and potential clienteles for continuing education programs at the college and university level throughout the State.

College and University Governance (pp. 60-61)

With respect to the reported responses by State University in the area of governance, the position statement of the Regents reflected gratification with the meetings and constructive thought and experimentation taking place throughout the University toward the evolving of new patterns of governance; their gratification was tempered, however, by their deeply held belief that an institution, supported predominantly by public funds, should proceed with all circumspection, caution and due regard for public, taxpaying opinion before altering long established and effective institutions of governance, and their powers.

Two-Year College Relationships (pp.61-62)

The Regents declare reported efforts, at several University colleges and University Centers, in company with two-year colleges, to strengthen two-year faculty in terms of more adequate preparation and experience, to be "a most worthy development." The Regents express concern with the large gap between the number of graduates of two-year colleges desiring to transfer to four-year colleges of the State University and the number of spaces available, however, and suggest the desirability of consideration of all possible alternative methods of meeting the need for transfer spaces.

In part, the concern, and the suggestion made by the Regents, is influenced by the recent receipt of the report of a study, commissioned in 1968, of major policy questions on the two-year colleges.

Libraries (pp. 62-66)

Concerning the response of State University in this area, the Regents register their acceptance, with certain reservations, of the basic philosophy upon which the acquisitions program of the University is based, and their tentative approval of the concept of "ultimate capacity" applied to buildings and facilities. Commendation, moreover, is extended for the reported study of staffing, for the University's progress in the training of library professional and paraprofessional staff, and for its successful ventures in the application of computer techniques.

Certain cautionary notes are struck, however: the need for maximum utilization of statewide research resources, and the principal system of statewide inter-library loan, NYSILL; the questionability of any policy of intra-University self-sufficiency; and the Regents expectation of future close cooperation between State University and the State Education Department's Library Reference and Research Resources Program.

Innovation (pp. 67-69)

As "one of the most urgent and challenging of the Priority Concern areas", evidence of the State University's reaffirmation of its commitment to the use of new methods of instruction and related devices is welcomed by the Regents. A further suggestion, however, is that greater emphasis might be placed on the reporting by individual campuses on successful ventures in this area, to a central headquarters, so that quicker and more effective sharing of information and expertise between institutions may be accomplished.

Activity in the extension of radio facilities, and the work of the Educational Communications Centers, were regarded as highly significant.

2. Progress Report of City University (pp. 75-100)

1. THE REGENTS POSITION ON CITY UNIVERSITY'S MAJOR RECOMMENDATIONS

> The Regents commend the City University on its progress during the year and hope that such orderly growth will continue to characterize its development. In terms of the magnitude of the problems facing the institution, the wide and varied programs and services offered, and the practical problems of financial aid and availability of facilities, the Governing Board, administrators, faculty and students have reason to feel a sense of justifiable accomplishment.
>
> Special comment must be made concerning the need for detailed factual information to support budget requests and planning documents under the terms of Chapter 173 of the laws of 1969. It will be exceedingly important for the University to direct attention to the strengthening of an information system that will provide the necessary data base for decisions that must be made, not only by the administration and the Governing Board, but by the Office of the Mayor, the Regents, and the Governor concerning future growth and development of the University.

The formulation of the above position statement was strongly influenced by two factors: the extent to which nationally visible, educationally exciting progress, highly important to the continued well-being of the total life of the City of New York, has been made; and the fact that the entire area of finance and fiscal reporting has been undergoing a period of reorganization due to legislation mentioned above, and elsewhere in this report. The Regents statement was, furthermore, written in full recognition of the many and difficult problems - social, economic, political - facing the City University of New York, and the resulting amplification of the significance of the progress which has been made.

Finally, the Regents were influenced by the absolute urgency, given the realities of law, economic conditions and the temper of the times, for the development of a strong information system serving not only as a means of planning and decision-making for the City University, but in addition as a working model for other sectors of the education community which might, in the future, find themselves under similar pressures.

2. City University's Response to the Regents Priority Concerns

Financing Higher Education (pp. 101-102)

Concerning the Priority Concern area of finance, the stated position of the Regents is one of recognition of the importance of the University's progress toward a working arrangement with the Budget Office of the City of New York; and of confidence that recently enacted legislation regarding budgeting procedures and appropriation of funds will work to the ultimate benefit of the City University.

Manpower (pp. 103-106)

On the response of the City University in the various areas of manpower needs, emphasized by the Regents as an area of their Priority Concern, the Regents expressed approval of the expanded activities at the Mount Sinai School of Medicine, and encouragement, with stated concern for progress, of social work education. A note of caution was interjected with respect to the possible development of a City University School of Dentistry. While making due allowance for the need of the Board of Higher Education to be responsive to local conditions, the Regents voiced a certain disappointment with the reported discontinuation of the University's nursing program at Brooklyn College, underscoring the need for careful planning in the future.

Particularly impressive to the Regents were efforts being made to offer opportunities, via "career ladder" approaches, in areas of manpower need to traditionally less privledged groups of the City's population.

Higher Education Opportunity (pp. 107-108)

The Regents position statement included the following: "City University operates the largest and most comprehensive program in the nation designed to extend educational opportunity to persons previously denied access because of cultural or educational deprivation". In spite of the wide variety of examples of reported progress, the Regents felt constrained, however, to interject a note of caution with regard to "the magnitude of the challenge of the numbers not yet served", and the need for continued creativity and ingenuity.

Teaching (pp. 108-111)

Concerning the preparation of teachers by the City University, the stated position of the Regents is one of gratification, especially with the speed, evidenced by reported information, with which the University is adapting its teacher preparation programs to the changing needs of this vast urban area. Impressive to the Regents, and called "particularly appropriate to the University's mission", were new programs in Hispanic and African history and culture.

The Regents statement, however, closed with a specific reference to the importance of the traditional disciplines.

Interinstitutional Cooperation (pp. 111-113)

As was the case with their statement of position with respect to the response of the State University in this area of Priority Concern, the Regents, while acknowledging the validity and importance of cooperative ventures within the City University, express regret with the fact that more such efforts had not been made with institutions beyond the gates of the University itself.

Continuing Education (pp. 113-114)

A note of encouragement was struck by the Regents in their statement to the effect that, while financial constraints had acted in the past to impose limitations on the number and scope of the continuing education programs of the City University, the new planning and budgeting patterns being set up as the result of legislation might serve to enable expansion of these efforts in the near future. The Regents commitment to this area of higher education was strongly implied.

College and University Governance (pp. 114-116)

Concerning governance, the Regents note the variety of efforts being made by the City University to broaden the representation of all segments of the community in the governing process. It is further suggested that continuing discussion of the distinction between the role of a strong, unionized faculty as a bargaining agent, and its role in University governance, will be valuable.

Two-Year Colleges (pp. 116-118)

On the response of City University in the Priority Concern area of the two-year colleges, the Regents, beyond recognizing progress being made in transfer and articulation between two- and four-year institutions of the University, strike a number of admonitory notes: That their approval of the conversion of Community College VIII is being reviewed; and that the Regents view as most unfortunate failure on the part of City University to meet its goal of offering admission to its two-year colleges to nineteen percent of the 1968 high school graduating class.

However, the statement of Regents position was made with full appreciation of the fact that, in several parts of the University's 1969 Interim Revision to its Master Plan large numbers of highly valuable and significant activities are described, not directly credited to the two-year colleges and their staffs, but which could hardly have been achieved without their very considerable efforts.

Libraries (pp. 118-120)

Based on such reported items as the appointment of a University-wide

Dean of Libraries, the development of a quantitative formula for appraising collections and rates of acquisition, the formulation of staffing ratios and space guidelines and the active participation of units of the University in METRO (New York Metropolitan Reference and Research Library Agency, Inc.), the Regents express strong satisfaction with the City University's response in this area of Priority Concern.

The Regents were further favorably influenced by a statement submitted with respect to the Graduate Center Library's policy on coordination with other libraries' facilities, by means of inter-library loans and related technology; this is an aspect of the provision of academic and research library services for which the Regents feel the deepest concern; they commend the example.

Innovation (pp. 120-121)

The position taken by the Regents with respect to response in innovation included the following statement: "The size of the University as well as the comparative physical proximity of its components makes it especially valuable as a test area for those new technologies which are so important for future statewide needs." They note with approval the specific cited examples of progress submitted by City University, with due regard for the fact that the concept of innovation is not restricted to the technological instructional devices themselves, but extends to new patterns of study which may evolve based on their use, or completely independent of them.

3. Progress Report of the Private Colleges and Universities (pp. 144-173)

1. THE REGENTS POSITION ON THE PRIVATE INSTITUTIONS' REPORT OF PROGRESS

The Regents take great pleasure in including, for the first time, a comprehensive review of progress made by the State's private institutions. The report submitted by the Commission on Independent Colleges and Universities is viewed as the most tangible evidence of improvement of the planning process, and has greatly facilitated the legislated requirement to fully consider the plans and facilities of private institutions in evaluating the proposals of the State and City Universities.

Because this is a status report, not a report of progress on an already existing plan, it is not reviewed in exactly the same fashion as was done for the other sectors. To the extent possible, the same procedures have been followed. There is a substantive difference, also, in the nature of the Regents comments on the proposals of the private institutions, in that approval or disapproval of a recommendation does not have the same legal meaning as it does with the public universities.

The response of the private institutions is most encouraging, and heralds the beginning of a new cycle of planning for higher education in the State.

The background of the above statement of position by the Regents is, of course, the satisfaction which the Regents take in their receipt of evidence of the active participation of the private colleges and universities of New York in the planning process. This submitted report of progress is valuable, not only in the sense that it adds to the comprehensiveness of the Regents global view of higher education at the present time, but in that it provides a means of placing the reports of progress submitted by the two public higher education sectors in better perspective. Beyond noting the significance of this submitted report of the private institutions within the framework of the statewide planning process, the Regents wish to offer their commendation for the succinctness and overall quality of the document, especially in the light of the several difficulties under which it was compiled and written.

Special attention is once again drawn to the fact that, since there were of course no 1968 recommendations from the private institutions, the various items submitted stand alone as reports of recent progress, significant in their own right.

2. The Private Colleges and Universities Responses to the Regents Priority Concerns

Financing Higher Education (pp. 173-174)

Concerning the reported information with respect to the financing of private higher education, the Regents indicated their acknowledgement, in their statement of position, of the difficulties presently besetting private colleges and universities in their attempts to find the funds necessary to maintain their position as a valuable and irreplaceable part of the State's system of higher education. This acknowledgement is based on active concern for the future of the private institutions and a commitment to maximum appropriate activity in their behalf.

Manpower (pp. 174-179)

The position statement of the Regents reflects the comprehensiveness of the private institutions' report on their responses in this area of Regents priority concern, befitting their traditional position as the primary suppliers of trained manpower in the learned professions and the sciences. Specifically, the Regents are pleased to recognize the information submitted with respect to the preparation of faculty for nursing education, their suggestions for achieving expanded enrollment in schools of dentistry, the desirability of increased aid to the private medical colleges, and their expressed willingness to proceed further along the lines of the Regents 1968 statement in regard to expanded facilities for social work education.

Higher Education Opportunity (pp. 179-181)

On the private institutions' response in this Priority Concern area, the Regents position is one of expressed appreciation of the efforts of the private institutions in extending wider opportunities for higher education to increasing numbers of those to whom otherwise it would continue to be denied; the Regents further express an expectation that grants made under the State's Higher Educational Opportunity Program will serve to accelerate these efforts. Under the unique circumstances surrounding the submission of the private institutions' first progress report, it is important, moreover, to note that the Regents awareness of the contributions of the private sector in this Priority Concern goes far beyond the material which could be included in their report.

Teaching (pp. 181-184)

Concerning responses in the area of the preparation of teachers for the schools of the State, the highly favorable statement of position formulated by the Regents reflects their acknowledgement that the private institutions make unique contributions in this area; particularly in the training of teachers for specialized fields, in experimental approaches to teacher training and in overall excellence of quality. The statement of the Regents includes the suggestion that "the emphasis placed by the State University, and the interest expressed by the private sector, in the preparation of teachers for two-year colleges is an area where co-operative planning might be developed."

Interinstitutional Cooperation (pp. 184-186)

In the area of interinstitutional cooperation the Regents express the extent to which they are impressed with the extremely wide variety of interinstitutional ventures, involving varying numbers of institutions and both large and small commitments of resources and efforts, for many different purposes. In their statement of position the Regents take the opportunity to reiterate their firmly held belief that interinstitutional cooperation is viewed primarily as a means of achieving academic enrichment and expanded academic capability, and only secondarily as a means toward statewide economy.

Continuing Education (pp. 186-188)

Concerning response of the private institutions in the Regents Priority Concern area of continuing education, the Regents voice their frequently expressed conviction that this is an area in which a comprehensive study leading to a coordinated master plan for continuing education, on all academic levels and within all sectors of higher education, needs to be undertaken. The Regents acknowledge the private institutions' support for this proposal.

College and University Governance (pp. 188-191)

The Regents here express their acknowledgement of the candid admission of the private institutions that their active efforts toward "rethinking and self analysis in governance" did not begin as the result of the enunciation by the Regents of governance as an area of their Priority Concern. The information submitted by the private institutions in their progress report reflects responsibility and mature consideration in the efforts currently taking place to ensure that all members of the higher education community enjoy their appropriate role in the sharing of power. As in the case of the public institutions, however, the Regents include in their position statement a cautionary note, making reference to their conviction that "there probably are inappropriate roles for any given party". The Regents further indicate particular interest in developments in governance currently taking place among the Roman Catholic colleges and universities.

Two-Year Colleges (p. 192)

In this area of their Priority Concern, which is dominated in terms of enrollment by the public sectors, the Regents express their satisfaction with the reported continuing contributions being made by the private two-year colleges in providing certain specialized types of post-secondary education, and in making special provision for innovative approaches in terms of admissions, curricula, and instructional techniques which may have applicability for all two-year education in the State.

PART II: THE REGENTS REPORT ON HIGHER EDUCATION

Section 1, Status of Regents 1968 Proposals and Recommendations (pp.200-214)

The recommendations made by the Regents in this 1968 Statewide Plan for the Expansion and Development of Higher Education may be grouped into the following categories: planning, Federal aid, finance, manpower needs, higher education opportunity, teaching, interinstitutional cooperation, continuing education, libraries and innovation.

Considerable progress has been made in the development of the planning process by all components of New York higher education. The two public university systems, the private universities, represented by the Commission on Independent Colleges and Universities, and the State Education Department, have met to identify and describe the critical components of planning. Particular effort is being devoted to the development of more accurate and sophisticated enrollment projections.

No evidence of progress can be cited relative to the three federal aid recommendations (No. 3-5). No appropriations have been made for funding the Higher Education Facilities Act or the Higher Education Act, and financial aid to students has suffered a set-back in terms of increased interest rates on loans. One optimistic area is the increasing acceptance, on the federal level, of the concept of revenue sharing with the states.

There is need for more factual information concerning the future financing of the City University and its relationships with the State, as well as in the entire area of higher education finance. Involvement of the Regents, the City University, and the Division of the Budget in implementing recent legislation (Chapter 173 of the laws of 1969) will provide guidelines and experience; these in turn will be supplemented by the findings of the proposed Regents Commission On the Future Financing of Statewide Higher Education.

Progress is more evident in the State financial aid area where the Regents have seen their proposals partially incorporated in recently enacted legislation. These include the extension of Scholar Incentive and Regents Scholarships to hospital schools of nursing, and to the fifth year of five year undergraduate programs; elimination of Scholar Incentive Awards for families with a net taxable income exceeding $20,000, providing more opportunity on the basis of ability to pay; and provision of funds for Higher Education Opportunity Programs. Regents financial aid proposals providing for the extension of graduate fellowships were omitted from 1969 legislation.

Many of the Regents recommendations (No. 9-21) were in the manpower area, with emphasis on the health professions. The Regents have been authorized to establish courses to assist foreign nurses to obtain New York licensure on a contract basis with educational institutions; direct financial assistance to dental schools has been authorized by the Legislature; a comprehensive study of dentistry is pending. The proposed study of the need for additional medical educational services is being carried forward by the New York State Health Planning Commission with full participation by the Education Department. But the existing program of aid to medical schools has not been transferred to the Regents, and the Regents at this point re-state their firm belief that all programs of categorical aid should be centralized in the State Education Department, since the present practice presents a basic conflict of interest for the State University.

Progress concerning the engineering manpower recommendation has been limited to a pilot proposal on closed circuit talk-back television, due mainly to the lack of funds. Recommended financial assistance for improved computer service has been relegated to a lower priority, for the same reason.

Implementation of the social work education recommendations (No. 19-21) is at least partially dependent upon the proposed study of social work now scheduled for 1970; certain aspects of the recommendations, however, the validity of which has been established, stand as guides to current action.

The $5 million appropriation to expand higher education opportunity for disadvantaged students has previously been cited as progress. However, the recommended 2,000 Regents Opportunity Scholarships have not been funded.

While no evidence of progress toward implementation of the specific recommendations on teaching, interinstitutional cooperation and continuing education can be cited, again, due primarily to a lack of State funding, progress continues to be made in each of these three general areas, as reported elsewhere in this Summary.

A review of the four-year administration of Title VI of the Higher Education Act of 1965 provides some indication of progress toward the recommended use of new technological devices designed to assist in and strengthen instruction.

In the relatively short time span since the Regents' 1968 recommendations and proposals were made, considerable progress has been evidenced; much remains to be done. The Regents reaffirm the recommendations contained in the 1968 Statewide Plan and look for increased progress on a broad front in the coming years.

Section 2, Regents Projects and Studies (pp. 215-233)

Evidence of the Regents commitment to the improvement of the planning process as the principle means of enabling higher education to meet future demands may be found in the 1968 bulletin Higher Education Planning, as well as in the fact that it was the subject of the first recommendation in the 1968 Statewide Plan. In view of the fact that the complexity inherent in statewide planning will call for a higher degree of uniformity and standardization in planning at the institutional level, the Regents have presented a detailed discussion of eight components of planning.

The components: needs, goals, programs, enrollments and admissions policies, finance, facilities, faculty, and the time factor have been identified by the Regents for discussion, refinement, and ultimate adoption in some form. A statement summarizing the Regents conception of each is listed below:

1. Objective, quantifiable criteria must be established for more adequately assessing need.
2. Goals should be divided into institutional and societal goals, the former to be more specific in nature.
3. Interrelationships of new or expanded programs with the goals of the institution should be expressed.
4. a. Enrollment projections should be related to the potential supply of students and the planned capacity of the institution.
   b. Admissions policies should be related to, and indicate the qualitative and quantitative directions of, the institution.
5. An educational plan contains certain inherent financial implications which require the inclusion of at least approximated expenditure figures.
6. An updated inventory of physical facilities should be maintained. In addition, space factors and related cost information should be developed.
7. The planned expansion or introduction of new programs should present the dimensions of faculty need and suggested sources for

recruitment.

8. Adequate lead time should be available for careful consideration of proposed expansion. In addition, a phased time schedule, with built-in evaluation points, should tend to avoid the errors associated with "crash" programs.

In planning to meet the educational needs of the State, the Regents from time to time cause special research studies to be undertaken. Such a study is one conducted recently by the Education Department for the purpose of assessing the educational needs of the Mid-Hudson region. Included among the findings were: a need for a concentration of graduate programs at one location; continued expansion of the New Paltz campus of State University; and new graduate programs in engineering and business. The study concluded that the higher education institutions in the Mid-Hudson, by entering into interinstitutional ventures coordinated through a consortium, could adequately meet the existing and projected needs of the region.

The Committee on Space Factors of the Office of Planning for Higher Education has completed a study, recommended by the Regents in 1967, of methods and standards in facilities planning, and of a complete statewide inventory of higher education facilities. Updating, and final statement of findings and recommendations will take place during the third year of the federally-supported study.

Additional studies now in the formative stages, and soon to be undertaken, are concerned with graduate and graduate professional education, music education, and dental education.

Section 3, Regents Amendments and Synthesis of the 1969 Progress Report (pp. 234-236)

This section provides an opportunity for the Regents to make a number of modifications and additions to their 1968 recommendations, and to present certain brief expressions of their views of the present and future trends and tendencies of New York higher education.

Section 4, The Status of Higher Education (pp. 234-280)

A statistical description of higher education in terms of enrollments, degrees awarded, faculty, facilities and financial expenditures for the academic years 1967 and 1968 are presented to provide a frame of reference for persons not fully acquainted with the diversity and complexity of New York State higher education.

Salient facts which emerge from a careful reading of this section include: (1) a comparison of college enrollment shows a pattern of continued growth in all major categories; (2) a similar pattern is evident in the number of degrees awarded; (3) the range of programs offered in New York, both in terms of subject field and degree level, is exceptionally broad; (4) a useful measure of quality of faculty is the distribution of higher earned degrees held by faculty.

Selected items are projected to 1975. More detailed projections await the development of a more adequate data base.

PART III - Legislation (pp. 281-284)

The 1969-70 session of the Legislature enacted four major pieces of legislation concerning higher education, two relating to the financing of public higher education, one to assisting disadvantaged youth in gaining admission to college, and one to the regulating of campus conduct. The financial measures were limited to the City University of New York and to the community colleges, but contain significant implications for all institutions in the State, public and private.

The City University operational and capital construction budget must now be limited to items reviewed, approved and published by the Regents as part of their quadrennial Statewide Plans or interim Progress Reports. This, in turn, has resulted in the prescription of new accounting procedures requiring a revision of the current budgetary structure.

New procedures for establishing operating and capital costs at the community colleges require the publication of maximum allowable student costs and per-student facilities requirements.

Five million dollars has been appropriated to finance proposals submitted by higher educational institutions for the screening, testing, counseling and tutoring of economically and educationally disadvantaged students with the potential for completing a post-secondary program.

Every institution in the State, as a result of recent disorders, was required to adopt, publish and file with the Commissioner of Education rules regulating campus conduct, failure to comply resulting in the loss of State aid and other assistance. The rules were to be drafted to govern the conduct of students, faculty, staff and visitors, and to set forth the penalties to be imposed in case of conviction of violation, including ejection of violators and suspension, expulsion or other appropriate disciplinary measure if the violator were a student or faculty member.

1969

PROGRESS REPORT

of the

BOARD OF REGENTS

on

The Regents Statewide Plan for the Expansion and Development of Higher Education, 1968

The University of the State of New York
The State Education Department
Albany, New York 12224

INTRODUCTION

The Regents Progress Reports on higher education in New York are interim statements about needs and goals; programs and enrollments; finances, facilities, and faculties; and the timetable for execution of plans. They are progress markers between quadrennial statewide plans in each of these areas. As interim reports, they attempt to assess the past, to evaluate the present, and to place into perspective the future of higher education as perceived by the Regents. In addition, these reports attempt to fill any gaps which might exist by amending the plan, to re-examine alternatives, and to reset priorities. Like the Statewide Plans, progress reports implement the mechanics of coordination, one of the Regents major responsibilities. In summary, progress reports attempt to keep higher education continually viable and responsive to individual and social needs so that the intellectual aspirations of the young and more mature citizens of the State may be met and so that the social and economic (or manpower) needs of the State may be served.* While these documents carry budgetary implications, they are not intended to be budget documents. Their purpose is to maintain a clear definition of worthwhile higher education goals and objectives based upon individual and societal needs.

The 1969 Progress Report, while only one in a series, differs from earlier reports in scope and intensity, but not in purpose. The differences result from several significant events that have taken place in the State since the 1968 Statewide Plan for the Expansion and Development of Higher Education was released. First, the Regents have made more explicit their thinking about the planning process. As a result, they have developed a set of concepts designed to identify and describe in succinct terms the scope and method of higher education planning in New York. Next, the Regents have inventoried existing higher education data collection processes and have begun to define and to initiate the development of specifications of output priorities necessary for collecting, processing and analyzing data. This will insure that planning in the colleges and universities of the State, and within the Department, will be more relevant to the goals and objectives to which the higher education community is dedicated. Third, the Executive Branch of the State Government (the Office of the Governor and the Division of the Budget), the Regents of New York (including the Office of Planning in Higher Education of the State Education Department), and the several sectors of higher education (the State University, the City University, and private colleges and universities) realize the importance and are working to develop a set of concepts and procedures that distinguish the planning process from the budgeting process. This has been accomplished while relating the two activities in a manner that will result in a more meaningful planning and budgeting process for all of higher education. Last, Chapter 173 of the laws of 1969 amended the education law in relation to state aid to the City University of New York and the City University Construction Fund. This legislation set a new tone and gave revised directions for the master planning process in New York City. It also gave to the Regents new dimensions and new responsibilities in planning and coordinating all of higher education and correspondingly placed new demands upon all institutions of higher education to be more specific, more incisive, and more prudent as they review their goals and present their plans to the Regents.

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*Recognition is herewith taken of the philosophical position of many educators that manpower studies and needs are not a primary concern of higher education.

This document attempts to lay the foundation for future statewide plans and progress reports. It stresses the fact that Chapter 173 of the laws of 1969 and the discussions among the three sectors of higher education under the aegis of the Department demand more ambitious planning of all. It also emphasizes that the information contained on the City University of New York represents the more detailed approach to planning that the Regents will expect from all sectors of higher education as they set forth their master plans.

The current progress report is divided into three parts. Part I contains three sections which deal with the reports made to the Regents by the three sectors of higher education on four topics: (1) each sector's assessment of the progress it is making toward meeting its major educational objectives; (2) each sector's responses to the Regents priorities as established in the 1968 Statewide Plan; (3) each sector's proposed amendments to its 1968 Master Plan; and (4) each sector's proposed new programs. In addition, Part I includes the position taken by the Regents on every recommendation and/or proposal presented to them for review and approval. Thus, Part I contains the details of higher education as reported by the State University, the City University, and the private colleges and universities.

Regents position statements, in response to the progress, amendments and new programs reported by the three sectors, appear throughout Part I as follows: as a comprehensive, overall statement at the end of each sector's statement of progress being made on 1968 recommendations; as individual statements or indications of position after each item regarding responses to Regents Priority Concerns; as individual statements of position after each amendment; and as a one-word indicator of position after each proposed new program. When the Regents position is one of approval it may be indicated by means of the single word APPROVAL; in cases of disapproved, further commentary may (but not necessarily) follow the single word DISAPPROVED.

Part II concerns itself with the Regents role as coordinator, policymaker, activator, and innovator of the State's higher education universe. In order that these functions may be clearly perceived, Part II is divided into four sections: Section 1 relates to the status of the proposals and recommendations made by the Regents in their 1968 Statewide Plan. Section 2 contains a report on major projects and research studies that the Regents have under way - research studies which can be of guidance to them as they chart new directions for higher education. Section 3 adds new and revised recommendations which the Regents are making for the ensuing years. Section 4 contains in narrative and summary form basic information about the existing state of affairs in higher education and projections for the future. Some of the information presented in Section 4 is quantitative: enrollments, degrees, faculty, academic and service programs, and facilities; other information is of necessity more qualitative. The facts presented in this Section are essentially narrative in form. The basic data from which the narrative is derived are contained in a separate, companion document entitled Higher Education Planning Statistics, 1969.

Part III contains an identification and an analysis of higher education legislation enacted during the 1968-69 legislative session.

PART I: THE REGENTS REVIEW OF THE PROGRESS REPORTS OF THE STATE UNIVERSITY, THE CITY UNIVERSITY, AND THE PRIVATE COLLEGES AND UNIVERSITIES OF NEW YORK

Section 1, The Progress Report of State University

1. What Progress has the State University made on its 1968 Major Recommendations?

The recommendations in the 1968 Master Plan for the State University were grouped under three headings: the Overall Growth of the University System, the Growth of Campuses Within the System, and Priorities of Change. They are reproduced below for easy reference. For this document the discussion of progress made toward implementation of these recommendations has been organized around the 22 categories used by State University in its own 1969 Interim Revision: Governing the University, Strengthening the Faculty, Increasing Financial Aid to Students, Augmenting Educational Opportunity, Meeting Enrollment Demand, Meeting Manpower Needs, Supporting Faculty Research, Increasing Library Resources, Building Instructional Resources, Developing Computer Resources, Improving University-wide Communication and Sharing Resources, Developing Continuing Education, Expanding Educational Television and Radio, Strengthening International Studies, Improving Educational Relations, the University's Campuses, the University Centers and Health Sciences Centers, the University Colleges and Specialized Colleges, the Two-Year Colleges, Statutory Colleges, the University and the Disadvantaged, and the Impact of New Knowledge on Society.

State University's 1968 recommendations were as follows:

> To meet the Priorities of Growth the Trustees make the following Recommendations relating to the University system:
>
> The central staff of the University will continue to test ways to improve communication with the faculty, students, and administration of the campuses for appropriate participation in the governance of the University. (1)

Special efforts will be made by the University's senior campuses toward development of two-year college faculty members by offering in-service opportunities. (2)

The Regents are asked to urge early approval and financing of their proposed New York State Student Financial Aid Program, including provision for interim aid pending full implementation of the Program. (3)

All campuses of the University will clearly define and publish their policies and patterns of admitting students. (4)

As a present and realistic goal for calculated risk admissions, each campus of the University will reserve up to five percent of new admissions annually for disadvantaged applicants who may lack preparation, but who show potential for making good use of the opportunity for higher education. (5)

Every qualified graduate of a two-year program should be assured of an opportunity to continue his education within the University. (6)

Reciprocity in granting academic credit will be encouraged among campuses to enable students to move freely within the University. (7)

The enrollment goal of the University for 1975 is 290,400 full-time students. (8)

Ultimate sizes for library holdings refer to a stabilized total number of volumes maintained through continuous removal and addition. While sites and physical facilities for campus libraries will be planned for ultimate capacity, space available in excess of immediate library requirements will be used temporarily for other academic needs. (9)

New programs for the training of para-professional library staff will be explored to help alleviate the effects of a shortage of professional librarians. (10)

The University will continue to explore the possibilities of computer systems in their relation to library effectiveness. (11)

The Trustees will endeavor to enter into some form of contractual relationship with the New York Public Library, which in conjunction with the Regents coordination efforts for the State, will make available to the University's campuses superb research resources otherwise unavailable. (12)

The Trustees reaffirm their commitment to the use of new methods of instruction and new devices which make these methods possible. (13)

The University will watch carefully the development of computers on single campuses or in regional configuration with a view to the possibility that all these may one day be combined into a single system. (14)

The increasing relationships between the alumni and their respective campuses will be fostered in addition to a coordinated effort which may strengthen individual campuses and the University as a whole. (15)

High priority will be given to expansion of the State University of New York Press in order that it may become the major vehicle for scholarly publication by the University's faculty. (16)

The Regents are urged to consider financing and coordinating a major restudy of the needs of the citizens of New York State in continuing education to provide a foundation for a master plan in this aspect of learning. Appropriate central and local staff resources of the University are available to assist in such a restudy. (17)

Specialized counseling services for continuing education students will be established on each campus. (18)

Formal prerequisites will be waived for students whose exceptional ability and experience equips them for advanced work in continuing education. (19)

Larger proportions of credit earned through continuing education will be applied at the campuses toward achievement of associate degrees, baccalaureate degrees and appropriate certificates. (20)

The New York Network will be extended to bring Educational Television to people not now served in northern New York, areas of the Southern Tier, and the eastern end of Long Island. (21)

Additional air time will be provided in the major cities of the State by establishing second educational television stations under the jurisdiction of existing stations. (22)

Additional educational radio stations will be established on State University campuses. (23)

The objectives of the coordinated International Studies program will be encouraged and given maximum support to develop global interests and competencies throughout the University. (24)

Students eligible for a year of study at some foreign university should have such opportunity at a cost no greater than that which they would incur on a campus of the University. (25)

Students from countries other than the United States should constitute three percent of the University's enrollment. (26)

The campuses will be encouraged to develop new patterns in international education. (27)

The University will look to the Regents as the source of data on the needs of New York State in higher education. (28)

Within policies established by the Trustees and Regents, the University's campuses will be encouraged to undertake new forms of cooperation with other colleges and universities. (29)

The Regents, in consultation with the public and private sectors of higher education in the State, should explore the possibility of revised legislation to provide longer intervals between Master Plans. (30)

The Master Plan provision of the Education Law should be extended to include private colleges and universities. (31)

To meet the Priorities of Growth the Trustees make the following Recommendations relating to the University's campuses:

Each senior campus of the University will seek to limit the numbers of students in the first two years to forty percent of its undergraduate enrollment, and move toward this goal at its own rate. (32)

The fifth Urban Center of the University will be established in the City of Rochester. (33)

Each university center will seek to limit the numbers of enrolled graduate students so as not to exceed fifty percent of total student population, and move toward this goal at its own rate. (34)

A school of dentistry will be established at Upstate Medical Center. (35)

The timing and location of the fifth health sciences center will be deferred pending completion of a major study of the need for health sciences education, including public health and related fields, by State University and other agencies. (36)

Within the planning period anticipated by the 1968 Master Plan, no university college will expand its programs beyond the master's level. (37)

A study of major policy questions on the two-year colleges will be conducted jointly by the Regents and the Trustees. (38)

Multiple campus community college operations will be encouraged in Erie, Monroe, Nassau, Niagara, Oneida and Suffolk Counties when the educational requirements of these sponsorship areas indicate this action to be appropriate. (39)

The ninth and tenth community colleges under the sponsorship of the Board of Higher Education of the City of New York are approved for establishment. (40)

Within the planning period anticipated by the 1968 Master Plan, no two-year college will expand its programs beyond the second-year level of instruction. (41)

The changing missions of the Colleges of Agriculture and Home Economics will be examined in cooperation with Cornell University to ensure the fulfilling of the statutory requirements laid down by the Legislature. (42)

To meet the Priorities of Change the Trustees
make the following Recommendations:

The University's Plan of Programs for the Disadvantaged is approved as a guide for action. (43)

The University's senior campuses will be encouraged to develop additional interdisciplinary programs in teaching and research, oriented to changing human values and behavior in a changing physical environment. (44)

The University will explore the creation of one or more applied science centers in cooperation with government and industry, and the formation of a center for advanced studies in cooperation with other private or public institutions of higher learning. (45)

The University will devise procedures which assure maximum possible participation by the faculty, students and staff in identifying future changes in society, means of adaptability to change, and the future role of the University in guiding change. (46)

Indications of progress being made by State University on the above recommendations are contained in the following section (under the 22 categories used by State University, and, in this document, by the Regents).

a. Governing the University

(1) As background, State University makes reference to: Recommendation No. 3 in its 1964 Master Plan, which strengthened the Faculty Senate; to Recommendations No. 13-15 and 20-21 in the 1966 Interim Revision which dealt with faculty and student participation in governance; to "Governing the University" (pp. 7-8), and Recommendation No. 1 concerning communication and appropriate participation, in the 1968 Master Plan; and to "Faculty Organization Structure" (pp. 51-56), and "Student Participation in Governance" (pp. 59-69) in the 1968 Development Document.

(2) The Committee on Governance of the State University Faculty Senate has all but completed a series of visits to each campus, begun three years ago, for the purpose of appraising effectiveness of governance practice and structure, offering advice for

improvement, and serving as a clearinghouse for ideas and experiences.

(3) The endorsement of the Faculty Senate was added to the recommendation of the Chancellor made this past year to campus presidents that each campus be encouraged to establish a special structure within which faculty, students and administrators would be free and able to express critical concern on matters that affect them all.

(4) At the State University Center at Binghamton, members of the campus community have recently voted approval of a new pattern of campus governance, the principal feature of which is a University Assembly composed of faculty, students, and administrators in a 5:3:2 ratio, respectively, to be the major deliberative body of the campus. The University Assembly at Binghamton expects to establish a number of standing committees in the areas of educational policies, admissions, administrative appointments, budget review, faculty personnel, long-range planning, and social regulations.

(5) A student committee has been appointed to work with the central staff in developing the University's Master Plan and Progress Reports.

(6) Some progress has been made in the form of meetings and conferences:

    (a) In the past year, the University, with outside support, conducted a series of seminars at Rensselaerville for the presidents of University campuses on the subject: "The University in the Year 2000." Foundation grants provided the funds to bring in some outstanding writers and thinkers who have been concerned with the nature of society in the year 2000 and beyond.

(b) The fourth annual University-wide Faculty Assembly, held in the fall of 1968, brought students together with faculty for the first time in this particular forum. The theme of the Assembly, "The University Student in a Changing Society," was designed to foster a better understanding of student involvement in academic, social, and political activities.

(c) On the initiative of the Faculty Senate and its Committee on Expanded Educational Opportunity, a conference was convened in April to consider in detail the steps needed to make opportunity at campuses truly open and effective for the culturally and economically deprived. Similar conferences are now planned on a semi-annual basis.

(d) Regular meetings of the Chancellor with his Student Cabinet have continued.

(7) State University, in its Interim Revision, cites increasing evidence from the campuses that, as students become more aware of administrative realities, faculty and administrators become more sensitive to legitimate student concerns, and that effective and responsible student participation at all levels and areas of decision-making is occurring with little difficulty.

b. Strengthening the Faculty

(1) State University refers, as background, to the Trustees' encouragement of all kinds of in-service development of the faculty at all campuses in both the 1964 Master Plan and especially in the 1966 Interim Revision (pp. V 1-6).

(2) State University notes the following progress toward implementation of its 1968 Recommendation No. 2, aimed at strengthening faculty of two-year colleges and upgrading of the quality of two-year college programs:

(a) The newly created Faculty Council of Community Colleges is working with the central administration of State University, on the question of determination of equitable criteria for granting faculty rank and salary increases to teachers in fields in which the usual graduate academic degrees are not valid indicators of professional status or contributions to the program of the college.

(b) At the State University Center at Buffalo, people who have a high degree of competence in health related professions, but who lack academic credentials, are being provided with a nine month program, including an internship, to prepare them for two-year college teaching in their field. Those not holding baccalaureate degrees are provided an opportunity to obtain them at the State University College at Buffalo.

(c) The State University Center at Albany, under a National Science Foundation grant, has developed a 60-hour certificate program for two-year college science faculty, which may become a pilot model in other academic areas. The Albany University Center has also developed a lecture series, and an annual three-day orientation institute, for new two-year college faculty.

(d) The School of Engineering at the State University Center at Buffalo is developing a $91,000 National Science Foundation proposal for a three-year program of engineering faculty exchanges between the University Center and nine two-year colleges. These exchanges, which include summer institute programs, are designed to enable two-year college faculty to update information and skills in their particular fields. A summer orientation institutes program for two-year college faculty, involving 24 colleges and developed under a $40,000 Federal grant, may be used as a national model of such programs.

(e) The University College at Fredonia is creating a program with six nearby two-year colleges, which involves adding to the Master's degree program in liberal arts areas a year's internship in one of the two-year colleges, along with seminars in teaching.

(f) A consortium of the University Colleges at Cortland, Geneseo and Oswego is developing a program to prepare English faculty for two-year colleges.

(3) A new kind of exchange arrangement is being tried in the Western Regional Scholar Exchange Program, in which 36 distinguished scholars from five University campuses in western New York will be available for lectures, colloquia, and joint faculty responsibilities in a wide variety of disciplinary areas. Scholars participating hold appointments at the University Colleges as Brockport, Buffalo, Geneseo, and Fredonia, and the University Center at Buffalo.

(4) The recently authorized Leading Professor Plan, whereby State University will increase its number of Leading Professors from 35 to 107 by 1971-72, represents a step toward more effective recruitment and salaries commensurate with effective staffing.

(5) The Office of the Provost of State University is presently conducting one of the planned careful restudies of the specific terms (ratios) of its Staffing Goal Policy, as basis for discussion with the State Division of the Budget. A position paper describing the policy and making recommendations for adjustment of its specific terms will be issued during the coming year.

c. Increasing Financial Aid to Students

(1) All of the University campuses have participated in all eight of the college administered student aid programs which the Federal government has developed over the last ten years. State University includes considerable data on these programs in its Interim Revision and its appendices. Estimated amounts awarded to State University students in 1968-69 are:

National Defense Student Loan	$6,300,000
College-Work Study Program	4,100,000
Health Professions Student Loan	750,000
Nursing Student Loan	180,000
Educational Opportunity Grant	3,300,000
Health Professions Scholarship	310,000
Nursing Scholarship	69,000
Law Enforcement Education Program	67,000

(2) Total amount of State University Scholarships granted in 1968-69 is about $1,600,000. Representing another step is a continuing decline since 1963, it seems to indicate that the current $1,800 net taxable income limit for eligibility is too low.

(3) While not in themselves progress, the following items are included to give a true representation of this portion of State University's Interim Revision:

   (a) The Trustees reaffirm their support for the New York State Financial Aid Program, the subject of 1968 Recommendation No. 3, and not yet approved by the Legislature, which would provide for a major improvement in the State's aid program. Concern is again expressed in the Interim Revision that students capable of college work should not be prevented from pursuing their education solely because of economic disadvantage.

   (b) Beginning this September as a result of legislative action, no new students having a basis of support with a net taxable income greater than $20,000 will be eligible for any Scholar Incentive awards. The State University forsees heaviest effects of this on graduate and professional students.

   (c) The new law also eliminates special academic requirements relating to awards and makes the award contingent merely on college acceptance, a change which is consistent with the purposes and the goals of student aid.

   (d) A change has also occurred in the area of student education loans. In the past the State and Federal governments subsidized the loans so that the student could begin repaying the principle nine months after graduation at 3 percent interest. Now students can still borrow money, but it must be repaid following graduation at a per annum interest to the student of seven percent.

(e) The New York Higher Education Assistance Corporation Loan Program made about $7 million available to State University students in 1968-69.

d. Augmenting Educational Opportunity

(1) As background, State University refers to Recommendation No. 2 in the 1966 Interim Revision, which defined the open door admission policy as "the obligation of State University to find a place in the right program, on one or more campuses, for every qualified applicant of post-high school age."

(2) Cited as one means by which progress has been made toward augmenting educational opportunity is the wide variety of educational programs which is increasingly made available by State University, including the establishment of new campuses, the design of new programs on all campuses to satisfy a broad range of interests and aspirations, and opportunity programs such as SEEK and the Urban Centers.

(3) The construction of profiles of applicants for freshman entrance in Fall 1969, starting with the state-operated campuses in accordance with 1968 Recommendation No. 4, will provide information to guidance counselors and other interested persons in a consistent, comparable form. These will give them a better understanding of the criteria used at the campuses in determining admission and rejection of applicants. Depending on early experience the profile may be extended to include data for the two-year campuses.

(4) In the spirit of 1968 Recommendations No. 6 and 7, the Trustees will continue to develop the potentialities of a pattern

allowing students to receive a sound education in the freshman and sophomore years at a two-year college and then, having demonstrated their proficiency, to continue in a parallel program at a senior institution.

(5) In 1968-69 the State University Admissions Processing Center has received applications from potential freshmen and transfer students representing a 20 percent increase over last year's, and in contrast to a growth rate of such applications for previous years of 14 percent. Furthermore, total freshman applications received for all terms of the 1969-70 year are now over 205,557 compared to 170,727 at the same time last year. (Over 200,000 applications were submitted for the approximately 50,000 Fall 1969 freshman spaces in State University.)

(6) The senior campuses have accepted the goal of providing more places for transfer students. State University emphasizes, however, the need, in view of receipt of 16,000 Fall 1969 applications for less than 7,000 transfer spaces at the senior campuses, to give priority to in-State applications.

(7) A number of the campuses are engaging in information exchanges and conferences among themselves regarding programs for transfer students, reciprocity of credit, and review of admissions criteria for transfer students. The first of a series of regional conferences on the issues of articulation between the two-year and the senior campuses, attended by representatives of the two-year colleges, the senior campuses, and the University's central staff, was held in May with three more scheduled for Fall 1969.

(8) State University has initiated a special counseling and admissions assistance program for Vietnam veterans. Upon inquiries from these veterans the Admissions Assistance Center provides information concerning two-year, four-year and graduate programs, and names of admission counselors on University campuses near the veterans' homes.

(9) State University has recently been asked for information concerning the enrollment of students from minority groups. Such information has been collected for a special Federal census. In the Fall of 1968, 11,773 students, or 7.2 percent of the total, were enrolled full-time, representing a rise in the proportion of total full-time credit course students from 4.5 percent in 1967 to 5.7 percent in 1968. During this same period, the total full-time credit course enrollment rose only 14 percent, while the comparable minority group enrollment rose 45 percent.

(10) The first phase of the new admissions information system is being initiated in September, 1969, and will make possible the compilation of data by type of student, type of college, type of position, analysis of entering class profiles of freshmen and transfers, number of freshman and transfer applicants, acceptances or rejections, and geographical distribution. It is anticipated that this kind of information will become available during the spring and summer of 1970.

e. Meeting Enrollment Demand

(1) State University refers, for background purposes, to "Meeting Enrollment Demand" (pp. 10-11) in its 1968 Master Plan and to

"Enrollment Methodology" (pp. 45-48), and "Enrollment Projections by Campus" (pp. 213-311) in its 1968 Development Document as well as to Appendix E of its 1969 Interim Revision.

(2) As stated in 1968 Recommendation No. 28, in making University-wide enrollment estimates for the future, State University will rely on the leadership of the Regents. Working with them, State University will assess the demand for higher education in the State through study of such factors as: population growth, proportion of high school graduates attending college and possible future changes in that proportion, net out-migration of college-going students from the State, and possible changes in the nature and extent of demand for higher education.

(3) A Task Force of State University's central staff is currently examining the nature of a new and growing demand, particularly in the areas of part-time study and special vocational education programs, on the part of persons who in the past had not attended college in large numbers, and persons who wish to resume their education. The Task Force is also studying the increasing demands being exerted on all institutions for services to "risk admissions", that is, youth who do not have the traditional credentials for college. Little is yet known about the extent of this demand, except that it exists and that it has not been taken into account in traditional enrollment-estimating processes. A methodology is being developed from Task Force deliberations to review the potential of each campus to participate in such new programs. The main efforts of the Task Force will be addressed to the problem of projecting

accurate enrollment demands through 1980, and a report on its work will be included in State University's 1970 Interim Revision.

(4) State University has developed a methodology for estimating short-range enrollment by which the spring enrollment on each campus is projected on the basis of actual fall enrollment. The application of this methodology to the actual enrollment of Fall 1968 resulted in a projected spring enrollment which was within .33 of a percent of the actual spring enrollment.

(5) The full-time degree credit enrollment goals included in State University's 1968 Master Plan, summarized below, are reaffirmed.

Level (1)	1971 (2)	1975 (3)
Lower Division	148,400	197,780
Upper Division	44,235	61,525
Undergraduate	192,635	259,305
Graduate	16,430	31,095
TOTALS	209,065	290,400

During 1969-70 the central staff of State University will be working on revised enrollment goals for 1975 and on establishing goals for 1980 and 1985. As an aid in making these difficult assessments, a nationally recognized demographer will be acting as consultant to State University.

(6) State University calls particular attention to Appendix E of the Interim Revision containing data on enrollments. Specifically, E-1 discusses University-wide projections; E-2 describes the methods used in deriving individual campus goals; E-5 deals with in and out-migration.

f. Meeting Manpower Needs

(1) State University emphasizes its recognition of the practicality and reality of the needs of the State and the larger society for certain kinds of trained manpower, and it attempts where possible to help fill these needs. It points out that in the fields of occupational study offered by two-year institutions, it is possible to establish a close relationship between needs and supply by means of continuous consultation with business and industry over needs and opportunities in the community. State University stresses, however, that the relationships between educational opportunities and employment are not so immediate or so close for the fields of studies that lead to bachelors and higher degrees: "There is some relationship between educational programs and manpower supply in some areas, for example, in the highly professionalized fields of law or medicine . . . the University expects to offer 231,840 bachelors and higher degrees during the period from 1967-68 through 1975-76. Eleven percent of these degrees will be granted in one of ten fields which can be related to a specific occupation. Another one percent will be awarded in other health professions, 32 percent in teaching, and two percent in other education. Fifty-four percent of the over 230,000 degrees will be granted in fields not identifiable with any specific occupations." State University describes the discharge of its obligation to provide educational opportunities in terms of the variety of degree curriculum offerings at the campuses. In 1967 degrees were granted in 1,300 separate curricula; in 1968 the number rose to 1,725; approved degree curricula now number 2,216.

(2) The University has been cooperating with the State Education Department in the extension of opportunities for the study of nursing. New programs have been approved for, or established at, the University Centers at Albany and Binghamton, the new Health Sciences Center at Stony Brook, the Downstate Health Sciences Center, the Upstate Health Sciences Center, and the University College at Brockport.

(3) The staffs of the University and the State Education Department have been involved in the preparation of an intensive comprehensive study of the needs of the State of New York for dental education and ways by which the higher education community can meet these needs. This study will include the subject of the possible development of a dental school at Upstate Medical Center which was recommended in the University's Master Plan of 1968 and deferred by the Regents.

(4) State University reaffirms its particular responsibility in medical education, in view of its current role in administering public aid to private medical colleges. The staff of State University is cooperating closely with that of the State Education Department in reviewing, estimating, evaluating, and developing appropriate responses to the needs of the State for medical personnel.

(5) Changes occurring in the rapidly evolving field of social work emphasize the need to constantly re-examine the question of the forms of education which are most appropriate; currently the staffs of State University and the State Education Department are in consultation for the purpose of developing responses

appropriate to social work education needs. More specifically, State University College at Brockport is developing a proposal for a new program in this field which will be designed on the basis of the needs in the Rochester urban area; State University, in the "Amendments" section of this Progress Report, recommends the establishment of a new School of Social Services at the State University Center at Binghamton.

(6) State University makes specific reference to Appendix F in its 1969 Interim Revision, and specifically to F-4 which attempts to project estimated manpower needs and educational supply in 13 areas for the period 1967-68 to 1975-76 using data from the New York State Department of Labor. However, it cautions that the careful projections made constitute a modest venture in estimating for the near future and that even so they are inevitably based on a number of assumptions and are subject to many possible modifications.

g. Supporting Faculty Research

(1) State University notes that in 1968-69 the level of support for faculty research had reached $50.5 million, over 50 percent of which came from the Federal government, and that an additional $1.4 million was awarded by State University to 609 individual faculty members as grants for research and scholarship for which support was not available from other sources.

(2) Attention is called to Appendix G of the 1969 Interim Revision which summarizes distribution of research funds.

(3) An indication of the manner in which State University has fulfilled the expectations that it contribute to the development of the State and to the solution of its critical problems

can best be seen through the establishment of the University-wide State University Centers of research. The six Centers are:

(a) Atmospheric Sciences Research Center, Albany

(b) Center for Immunology, Buffalo

(c) Marine Sciences Research Center, Stony Brook

(d) Polymer Research Center, State University College of Forestry, Syracuse University

(e) Water Resources Center, State University College of Forestry, Syracuse University

(f) Western New York Nuclear Research Center, Buffalo

h. Increasing Library Resources

(1) In reporting on progress toward implementation of 1968 Recommendations No. 9-12, State University makes use of the following areas of library operation and development: holdings (acquisitions), facilities (capacity), staffing, electronic information retrieval, central processing of holdings, central storage of certain materials.

(a) Holdings: State University expresses confidence that 1964 Recommendation No. 8, calling for a doubling of the 1964 holdings by 1970, will be met or exceeded by the end of the 1969-70 academic year, and calls attention to the data contained in Appendix H of the 1969 Interim Revision.

(b) Facilities: 1968 Recommendation No. 9 which clarified the concept of planned capacity in connection with the design of library buildings for ultimate capacity rather than for their maximum use soon after completion; and which identified as the condition of planned capacity the use of space in excess of immediate requirements temporarily for other academic needs, which, according to State University, has been recognized by "authorities outside the University."

(c) Staffing: The adequate staffing of campus libraries has been the subject of a study undertaken this past year by the State University's central staff and the Administrative Management Unit of the State Division of the Budget. When completed, the basis for a report and projection of the future total library staffing needs will exist, and this information will be assembled in a position paper on library staffing goals to be completed during the 1969-70 year.

Two of State University's three graduate schools of librarianship now have both national and state accreditation; the third, at the University Center at Buffalo, began classes this fall. The problems of existing shortages, and the preparation of elementary and secondary school librarians are being studied by the staff of the State University and the State Education Department.

Several two-year colleges are developing programs for the training of technicians in library work; as the graduates of these programs become available for the more routine assignments, professional librarians then can be freed for the more complex tasks.

A program in Medical Library Technology, leading to the Associate in Applied Science degree at Onondaga Community College in cooperation with the Upstate Medical Center, has been approved by the Trustees at State University and by the Medical Library Association.

Despite the reported progress, State University reaffirms 1968 Recommendation No. 10, and, further, recognizes that a full solution to the problem must include an appropriate classification system and salary level for such paraprofessionals and for other library technicians.

(d) Electronic Information Retrieval: The development of visual image transmission, by means of a central computing facility, has been somewhat slower than anticipated, due to problems inherent in copyright laws written prior to the event of such technological devices. As these problems are gradually resolved, progress is anticipated.

With particular reference in the 1968 Recommendation No. 11, State University notes that no special problems have arisen from the planning of a University-wide network connecting all campus libraries for use with a machine and computer-base data retrieval system, to be developed and established in close cooperation with the State Education Department. Moreover, State University anticipates that any facilities developed in this connection will be shared, not only with other networks of the State, but also with major libraries throughout the world.

The Bio-Medical Communication Network, which began operations in the Upstate Medical Center in the Fall of 1968, has expanded beyond state boundaries into Massachusetts and Maryland, and involves nine other participating medical libraries.

(e) Central Processing of Holdings: Computerized circulation and acquisition routines are under way at the University Center at Binghamton, and conversion of shelf listings to machine processing is underway at the Buffalo University Center and Auburn Community College.

(f) Central Storage: Studies of this question, which is not, at present, one of great urgency, will be undertaken by the State University central staff during 1969-70, and will result in the basis for a policy decision in this area.

i. Building Instructional Resources

(1) Educational Communication Centers have been organized on most of the State-operated campuses. The equipping and staffing of these facilities at three of the University Centers and ten University Colleges is nearing completion; however, their full effective use is being somewhat delayed by a shortage of professional personnel who are knowledgeable in both instruction and communications.

(2) State University provides examples of areas in which campuses, with the assistance of the University Office of Educational Communications, are developing needed instructional materials, without which the most sophisticated machine components are useless:

(a) Upstate Medical Center - anatomy

(b) Brockport - poetry, philosophy

(c) Geneseo - philosophy

(d) Plattsburgh - music

(e) Fredonia - art

(f) Oneonta - economics

(g) Potsdam - Spanish

(3) So that maximum use may be made of these machine instructional materials throughout the University's system, the Office of Educational Communications has organized the Educational Recordings Library, a central service agency that acquires, duplicates and distributes materials to all campuses.

(4) Specific examples, by campus and subject area, are given, in which innovative, technological approaches are being applied to instruction. Specific figures are also provided to demonstrate rate of increase of use of new instructional media on the various campuses in 1968-69, in comparison with such use in 1967-68. Particular stress is placed by State University on evidence of such progress in the two-year colleges.

(5) State University reports the completion of a preliminary pilot study for the purpose of determining costs involved in these new patterns of instruction. The results of the study indicate that, although initial costs for development and purchase tend to be higher, the total cost of the new courses tends not to be more, and, in some cases, is less than the cost of conventional instruction. Furthermore, although as yet unsubstantiated by data, non-fiscal benefits from these new approaches of instruction for both teachers and students have been evident.

(6) Research and development activities are being conducted by the campus Educational Communications Centers aimed at restructuring existing courses and developing new courses that use communications media as an integral part of the instructional process.

Although it is clear that communications media can be used to improve instruction, State University sees the most effective use of media in the complete rebuilding of content, methods and organization of instruction, and in substantial change of the respective roles of teachers and students. State University acknowledges its responsibilities to subject changes of this kind and complexity to a period of trial and testing before new teaching practices are fully developed and adopted.

(7) The staff of State University is preparing a position paper on patent and copyright policy, for the purpose of answering a number of questions which have arisen in the area of patent and copyright law as a result of the applications of new media to instruction.

j. Developing Computer Resources

(1) The following items are reported as progress toward 1968 Recommendation No. 14:

(a) Two experimental regional computer networks are operating at the University Centers at Buffalo and Binghamton. Buffalo provides services to eight campuses, including four senior colleges. The Binghamton network is somewhat smaller in scope, involving six campuses, including two senior colleges. Both networks are being applied experimentally to a variety of instructional, research and administrative programs.

(b) Most of the current activity in the area of Computer Assisted Instruction (CAI) is taking place at the University Centers at Stony Brook and Binghamton and at the University

Colleges at Potsdam, New Paltz and Brockport. State University reports the existence of technical, educational and economic problems to be overcome, but stresses that the potential benefits justify a reasonable educational expense.

(c) State University calls attention to Appendix J of the 1969 Interim Revision, which contains a listing of the computer facilities available at the campuses, and an indication of some of the uses being made of the equipment.

k. Improving University-Wide Communication and Sharing Resources

(1) As background, State University refers to pages 15-16 and Recommendation No. 16 of the 1968 Master Plan, and to "University-wide Activities" (pp. 105-116) in the 1968 Development Document, and directs attention to Appendix K of the 1969 Interim Revision for detailed information.

(2) As progress toward 1968 Recommendation No. 16, State University reports the following:

The State University of New York Press, despite its youth, has already drawn some impressive tributes to the high quality and interest of its publications. For example, Most Uncommon Jacksonians by Edward Pessen, a study of radical leaders of the early labor movement, was nominated this year for a Pulitzer Prize in History. Another recent title, Martin Fierro, was selected by Choice Magazine, a leading review journal, as one of the outstanding academic books of 1968-69. Among the titles this year is New Hampshire's Child: the Derry Journals of Leslie Frost. These journals, kept by the daughter of Robert Frost, are the only known primary source of material on a formative period of Frost's life.

A university press is a significant resource of a major educational institution. In recognition of this, the Trustees re-emphasize the role of the State University of New York Press as a publishing vehicle for the many talented and productive faculty members on the University's campuses.

(3) A Scholar Exchange Program and tours of campus student theatrical productions enable both students and faculty to contribute to and benefit from the talents and resources of campuses other than their own. In addition, the Traveling Artists and Artists in Residence programs and the Scholars in Residence series bring to the University the special gifts and experiences of distinguished people from both inside and outside the academic world.

1. Developing Continuing Education

(1) While directing attention to Appendix L in the 1969 Interim Revision, which contains extensive data in the area of continuing education, State University reports the following brief examples of progress:

(a) At the beginning of the 1968-69 academic year, 101,262 part-time students were enrolled in degree credit courses throughout the University.

(b) The enrollment of part-time students in non-credit short courses, seminars and institutes in 1968-69 was 138,621 compared to 121,563 for the previous year.

    (c) In less than one year, from September, 1968 to July, 1969, enrollment in correspondence courses increased from 982 to 3,262.

(2) Continuing education programs in liberal studies, which are individually fitted to the applicant's abilities, reading and experience, and which carry minimal residence requirements, are being offered or developed on the Bachelor's level at the University Colleges at Brockport and Geneseo, and on the Master's level at the University Centers at Stony Brook and Binghamton.

(3) As progress toward 1968 Recommendation No. 19, State University reports that the colleges at New Paltz and Buffalo are waiving formal prerequisites for any applicant whose exceptional ability or experience equips him for advanced work in continuing education.

(4) State University reports a number of examples of progress in continuing education at the two-year colleges, and especially at the agricultural and technical colleges. Mohawk Valley Community College is reported to be carrying on a research study entitled "Major Descriptive Differential Characteristics and Vocational and Educational Needs of Evening and Extension Division Students."

(5) Indicative of its continuing interests in the Regents study recommended in 1968 Recommendation No. 17, State University comments that the study envisioned would be more than a survey of programs and plans of institutions, and more than a compilation of statistics on manpower employment, population, or income, and more than data on housing, transportation, health,

economic developments, educational attainments, and similar factors. Quantitative data should be supplemented by the informed opinions of leaders in business and industry, government officials, labor leaders, officers of community organizations, representatives of the professions, current and potential students, and all others with legitimate concerns for the future of higher education.

(6) In the year since the issuance of the 1968 Master Plan, State University has discerned a number of problem areas, including the following:

 (a) The impression exists that enrollments are not nearly as large as they could be, especially in the professional and vocational areas.

 (b) The problem areas to which 1968 Recommendations No. 18 and 19 were directed continue to exist; not only is there a need for counseling, but a more specific type of advisement by faculty and other counselors to avoid both the enrollment of unprepared students in the overly difficult courses, and requirements that able and experienced students mark time in preparatory work.

 (c) Nineteen hundred sixty-eight Recommendation No. 20 still stands as a message to those faculty on some campuses who are overly strict in identifying courses which may lead towards a degree, and who insist that all or a very high percentage of work toward a degree be taken in residence.

(7) A significant attempt to provide service to adults is being made by the Woodlawn Education Information Center, which is

a cooperative endeavor of eight public and private colleges in the Buffalo area: Canisius College, D'Youville College, Erie County Technical Institute, Niagara County Community College, Niagara University, Rosary Hill College, State University College at Buffalo, and State University of New York at Buffalo. The Center includes a variety of programs run by and for the residents of the area with assistance of the sponsoring institutions, including the following:

(a) an informal kind of high school equivalency instruction designed to supplement the more formal offerings of the local school system;

(b) a remedial reading program utilizing 120 student volunteers;

(c) a tutoring program in which some 130 student volunteers have provided individual tutoring to men, women, and children in the area;

(d) a program of computer education that has trained some 35 area residents in the fundamentals of computer programming and has enabled them to go on for further training or employment. The participating colleges and universities provide relevant courses to area residents in both basic skills and areas of Negro experience ranging from legal problems to philosophy and sociology. This new adventure is expected to have a profound effect on the quality of life in the community.

m. Expanding Educational Television and Radio

(1) As background, State University refers to "Expanding Educational Television and Radio", (pp. 17-18) and Recommendations

No. 21-23, 1968 Master Plan; to "Educational Television" (pp. 99-101) in the 1968 Development Document, and to Appendix M in the 1969 Interim Revision.

(2) Radio Station WBSO at the University Center at Buffalo last year received an Ohio State award for excellence in broadcasting and has become known nationally for innovative programming. This station has also received a grant from the Corporation for Public Broadcasting to support its recently established "storefront station", a satellite community station in Buffalo's Black community, the first of its kind in the country.

(3) Radio station WRVO at the State University College at Oswego, established in January, 1969, will apply to the Federal Communications Commission for increased power during the 1969-70 year.

(4) As progress towards 1968 Recommendation No. 22, an Educational Radio Division has been established in the University's Office of Educational Communications in order to strengthen its radio resources over the next several years, and to plan and coordinate the University-wide use of educational radio.

(5) As progress toward 1968 Recommendation No. 23, State University reports a proposal to establish a new FM station in Brockport.

n. Strengthening International Studies

(1) As progress toward 1968 Recommendation No. 27, State University reports the following:

(a) State University's Paris Center has been strengthened in order to better serve faculty members on sabbatical leave.

(b) International cooperative programs are being instituted by units of State University in forestry and ceramic engineering.

(c) The range of overseas study programs is being extended beyond the "usual" European and Latin American countries to institutions in, among others, Tunisia and Singapore.

(2) The Office of International Studies and World Affairs of State University has developed, or is developing, the following information projects:

(a) a brochure on overseas academic programs

(b) a brochure on fields of study at State University to assist prospective foreign students

(c) a guideline on immigration regulations and procedures for appointing foreign faculty

(d) a faculty resource file

(e) a foreign application evaluation service

(3) During the past year State University's contributions in international education continued to be strengthened by the experience of faculty in overseas projects; the statement is reaffirmed: "Service abroad should become one of the recognized criteria used in evaluating a faculty member's worth to State University and to his local campus."

o. Improving Educational Relations

(1) In reporting its progress toward 1968 Recommendation No. 29, State University stresses the importance of internal as well as external forms of cooperation with other colleges and universities. It points out that cooperation among different kinds of institutions is the foundation for the multi-campus

system that is State University; therefore, the system itself provides a laboratory for interinstitutional cooperation.

(a) Examples of intra-university interinstitutional cooperation include:

    (1-a) An internal consortium consisting of the university colleges at Geneseo, Cortland, and Oswego, working with Broome County Technical Institute and the Community Colleges at Corning, Jefferson, Monroe and Geneseo, to prepare teachers of English for two-year colleges.

    (2-a) A similar effort in which the University College at Plattsburgh is involved with Clinton, North Country and Adirondack Community Colleges.

    (3-a) A program involving Onondaga Community College and the Upstate Medical Center for the joint training of medical library technologists.

    (4-a) Articulation programs involving the statutory colleges at Cornell and two-year colleges to facilitate the flow of transfer students.

(b) Examples of external interinstitutional cooperation include:

    (1-b) The acceptance by Dutchess County Community College and Marist College of each other's students for specific courses.

    (2-b) A seven year B.A. and M.D. program for the highly qualified, developed by the Downstate Medical Center and Brooklyn College of City University.

(3-b) Close working relationships between the University College at Purchase and Manhattanville and Sarah Lawrence Colleges in a cooperative college center for the disadvantaged.

(2) Recommendations of a consultant, prepared under the direction of the Regents Task Force on the Mid-Hudson, are under review in the light of educational policy, legal restrictions and financial considerations.

(3) State University continues to administer the financial aid provided by the State Legislature for Polytechnic Institute of Brooklyn on a year to year basis, pending adoption of a more permanent solution. An internal faculty and staff position paper on the subject of future relationships between State University and Polytechnic Institute of Brooklyn is being prepared and will be submitted to the Trustees of State University.

(4) In the process of working toward implementation of 1968 Recommendation No. 30, State University has formulated the following questions concerning higher education master planning:

(a) Should the purpose of planning be restricted to pure administration, that is, consolidation of present structure, projections in quantity of present forms, and the often cited purpose of "allocating known functions among competing institutions to avoid expensive and unnecessary duplication?"

(b) In terms of participation in the planning process, should planning be done from the top down, or should plans be built from the bottom up in an aggregative form? If the former, more authoritarian mode is chosen, how is the cooperation of students, faculty and staff to be enlisted? If the latter, in the university tradition, is chosen, how can participation be made effective? Can such planning be successful without the full cooperation of the faculty, students and administrators of the private colleges and universities?

(c) What level of detail is appropriate for a proposal in a master plan? Should proposals be geared to the lowest level of operation: The new course, the new major, the new faculty position? If so, what happens to existing delegations of authority and to the identity of individual institutions? Or should focus be shifted from the trees to the forests by means of consolidations of detail appropriate to the levels of decision-making represented by the Trustees of State University, the Board of Regents and the Governor, as follows:

(1-c) New experimental campuses
(2-c) New traditional campuses
(3-c) New branch campuses
(4-c) New colleges or professional schools on campus
(5-c) New university-wide cooperative programs
(6-c) Changes in university-wide admissions policy
(7-c) Consolidations of enrollment estimates
(8-c) Consolidations of projections of the need for funds and facilities

(d) Can a way be found to restrict final and categorical approvals to the annual budget process, reserving a different type of approval to long-range plans so that the Regents and the Governor may give their encouragement to a broad plan for growth without committing themselves or State University to proposals and precise forms, and future expenditures of funds?

(e) Should major Master Plans be prepared at intervals of ten years, to permit thought beyond the period in which patterns are more affixed by habit, inertia, or budget or facilities commitments? Should what now amounts to a Master Plan per year continue to be prepared? Since a Master Plan may already be amended at any time, and since the University already prepares an annual report, is there any need for annual Interim Revisions? Would it be better to devote equivalent time and effort to undertaking studies in depth of selected aspects of the University?

p. The University's Campuses

(1) As background, State University refers to "The University's Campuses" (pp. 21-26) and Recommendation No. 32, in the 1968 Master Plan, and to Appendix P in the 1969 Interim Revision, including section P-3 which contains the proposal for a new School of Social Services at the State University Center at Binghamton.

(2) Sixty-seven campuses of the University enrolled students in the Fall semester of 1969. Five more are expected to be ready to receive students in the next few years:

(a) State University College at Purchase

(b) Community College in South Bronx

(c) New York City Community College number seven

(d) New York City Community College number nine

(e) New York City Community College number ten

(3) Since June 1968 the following campuses have been opened:

(a) State University College at Old Westbury

(b) North Country Community College

(c) Tompkins-Cortland Community College

(d) Clinton Community College

(e) Columbia-Greene Community College

(f) Schenectady County Community College

(4) State University College at Herkimer-Rome-Utica is in operation in the sense that interim services are being provided in cooperation with the College at Cortland.

(5) The senior campuses of State University are proceeding toward achieving an enrollment mix of 60 percent upper division students and 40 percent lower division students, although progress toward this goal may be slowed somewhat this year due to the stringent operating budget.

(6) The faculty, students, and administrators at the State University campuses will be involved in a reassessment of the entire question of housing, as a result of the increasing concern of the Trustees, in the light of escalating construction costs, about the proper role of the University in providing resident student housing. Out of this reassessment will come fundamental policy assumptions which State University will use as guides in developing future policy.

(7) At the behest of the Trustees of State University, a program budgeting procedure has been developed for the purpose of providing a reasonable basis on which to assess the fiscal requirements of each campus, and to avoid repetitive debating of unit costs in favor of discussion of the future movement of the institution. The format developed sub-divides requests for operating funds into:

(a) Funds required for maintenance of present workload based on agreed-upon formulas

(b) Improvement of existing programs

(c) New Programs

Although the process has been developed to the point where a reasonable level of sophistication in budgeting procedures has been achieved, much remains yet to be accomplished, especially involving organization at the central level and much education and development at the individual campus level.

q. The University Centers and Health Sciences Centers

(1) As background, State University makes reference to pages 22-23 and Recommendations No. 34-36 in the 1968 Master Plan, and to "School of Dentistry at Upstate Medical Center: Background and Information" (pp. 117-124) in the 1968 Development Document and to appropriate sections of Appendices E-2 and F-1 of the 1969 Interim Revision.

(2) The policy of limiting the numbers of enrolled graduate students at the University Centers so as not to exceed 50 percent of the total student population is reaffirmed by State University.

(3) Consultation and study are taking place between State University and the State Education Department on the question of establishment of a school of dentistry at the Upstate Medical Center. During 1969-70, the staff of State University, in cooperation with the Health Sciences Advisory Board, will prepare a position paper on the State University's role in dental education.

(4) State University reports that in response to the legislative mandate for the health-sciences centers to provide medical students with more effective training in the broad clinical skills and arts required in general medical practice, such programs are being established at the three health sciences centers now in operation. The first fellowships or "medical clerkships" for medical students to serve with general practitioners in the Western New York area were awarded at the health science center at Buffalo, and were served this past summer.

(5) The State University Health Sciences Advisory Board and the Office of Health Affairs Planning of the central staff are continuing their study of health professions and sciences education needs of the State prior to a decision on the possible establishment, timing and location of a fifth health science center.

(6) Under the leadership of the State University Health Sciences Advisory Board, progress made in providing nursing education includes the establishment of baccalaureate nursing programs at four of the senior colleges during the past year and the approval of two more similar programs by the Trustees at two

more senior college campuses. The Upstate Medical Center, also, is establishing a baccalaureate nursing program commensurate with its role, in addition to continuing its two-year nursing program.

(7) The new program being advanced for a school of social services at the University Center at Binghamton is in response to the need for trained personnel in the field of social welfare, but is also in response to the need for advanced training not now being met by any social welfare program: That of the skilled professional who is trained to develop as well as administer social welfare and social action policies.

(8) The State University Center at Albany has completed initial planning studies on three innovative programs:

   (a) A center for the study of science and society.

   (b) An experimental undergraduate college, designed to test and demonstrate programs tailored to meet the needs of a growing number of students able to begin their college-level studies at an earlier age than that established by the conventional timetable of secondary education.

   (c) A center for higher education to facilitate application of growing research findings of the social sciences to problem areas in higher education.

r. The University Colleges and Specialized Colleges

(1) The individuality of the University Colleges is being fostered by their efforts to respond to or take best advantage of their own communities and environments. Selected examples reported by State University are as follows:

(a) The College at Buffalo is providing special services to urban residents, especially in the inner city.

(b) The College at Brockport is developing programs directed toward the urban problems of the Rochester area.

(c) The College at Purchase is involved in a consortium with two private institutions operating a program for disadvantaged students in Mt. Vernon.

(d) The College at Plattsburgh is expanding its offerings to include special emphasis on Canadian affairs in anticipation of the establishment of the Canadian Studies Institute in 1970 in collaboration with the American Association of State Colleges and Universities.

(e) The College at Geneseo, through its biology department, is providing the opportunity for communities in the region of the Finger Lakes to avail themselves of its consulting services, directed toward problems of water resources and supply.

(f) The Maritime College has begun a new masters degree program in marine transportation management.

(g) At State University's College of Forestry, the recently organized Applied Forestry Research Institute is providing answers to practical forestry problems for the State Conservation Department and the forest industries.

(2) State University supplies data which demonstrate that the University Colleges still carry the major responsibility of State University for the preparation of educational personnel in the State.

(3) State University provides data on lower division and upper division enrollment demonstrating that in the recent past some progress toward the master plan goal of assuming a large portion of the responsibility for providing transfer opportunities for two-year college graduates has been made, but cautions that since upper division instruction is more expensive than lower division instruction, limited funding of operating budgets for 1969-70 may temporarily delay further progress.

s. The Two-Year Colleges

(1) As progress toward 1968 Recommendation No. 38, the State University reports that the Division of the Budget of the Office of the Governor has joined the Trustees of State University and the Regents in a study of major policy questions on the two-year colleges. The recommendations of a consultant are at present under consideration by the parties to the study. In addition to its expectation that new legislation, arising out of this study, will probably be introduced to clarify the role, structure, programs and financing of the public two-year colleges, State University reports that during 1969-70 the central staff will prepare position papers on the following topics affecting two-year colleges:

(a) Housing at the agricultural and technical colleges

(b) Admissions

(c) Articulation and transfer

(d) Branch campuses

(e) Fiscal support for community colleges, and the report of the Task Force on enrollment in special programs and part-time enrollment.

t. Statutory Colleges

(1) As progress toward 1968 Recommendation No. 42, State University reports that the re-examination of the mission of the College of Home Economics by the State University and Cornell University has been completed, and has resulted in special legislation enacted in 1969 as an amendment to the Education Law redesignating the college as the New York State College of Human Ecology.

(2) A review of the State University College of Agriculture, in cooperation with Cornell University is in progress and will be completed during the 1969-70 year, and described in the 1970 Progress Report of State University.

u. The University and the Disadvantaged

(1) State University directs attention to Appendix U in the 1969 Interim Revision, which contains the University's Plan of Programs for the Disadvantaged approved in 1968 Recommendation No. 43, together with a brief report by State University on progress made in each one.

(2) Other specific progress reported by State University in the area of higher education opportunity is as follows:

   (a) In the past year, State University's students have responded with many hours of volunteer work as teachers and tutors, whereby the students as well as those taught, have received educational benefit.

   (b) Approximately 800 college students entered four cooperative college centers, (SEEK) located in Albany, Buffalo, Mt. Vernon, and Syracuse.

(c) Educational opportunity programs in addition to SEEK, providing for preparation for college, are under way in which students with academic potential are enrolled in a combination of credit and non-credit remedial/compensatory courses. During the last academic year ten campuses provided such programs to an enrollment of 1,000 students. Recruitment of students for such programs is being carried on in cooperation with community agencies, youth organizations, the Job Corps, faculty, students, and local high schools.

(d) New criteria for admission to higher education opportunity programs are being developed on the campuses. More insightful examination of high school grades, focusing on the peak areas of achievement rather than on averages, is being made. Evidence of unusual creative achievement or strong potential for leadership is receiving stronger consideration. In some cases the recommendation of a responsible person is accepted as an adequate criterion. And some campuses are deferring judgment on previous accomplishment in specific academic areas pending a reasonable attempt by the student at the collegiate level.

(e) Experimentation with new practices for retention is going on at some of the campuses, with longer trial periods, extending as late as the end of the junior year at one campus.

(f) Variation of the pace at which different students must achieve a particular academic accomplishment is another area of development. Complementary to these efforts are reorganization of course materials in line with individual needs and redefinition of traditional criteria for determining academic standing, or a full academic load.

(g) Five "Urban Centers" serving adults age 16 and above are now being operated, with total enrollments for 1968-69 reported as: Brooklyn 975, Buffalo 700, Capital District 1,645, Manhattan 1,800, Rochester 250. The Urban Center at Rochester, the subject of 1968 Recommendation No. 33, was opened in January, 1969.

State University directs attention to Appendix U of the 1969 Interim Revision, which includes excerpts from the annual reports submitted by the Urban Centers to the Office of Special Programs.

(h) The staff of State University is working on a series of studies and position papers related to the problems of providing equal opportunities within the University, to be completed during 1969-70, and including the areas of admissions, articulation and transfer, separatism on campus, evaluation of the Urban Centers program, assessment of continuing education, enrollment trends in special programs, and part-time enrollment.

v. The Impact of New Knowledge Upon Society

(1) As background, State University refers to pages 31-34, and Recommendations No. 44 and 45 of the 1968 Master Plan.

(2) Planning has been completed to include in State University's 1970-71 budget request an amount to fund a new Center for the

Study of Science and Society at the University Center at Albany. Main efforts of the Center will be toward applying the tools of the physical and social sciences and the humanities to human problems in developing possible alternative choices for consideration by decision-makers, and toward providing improved communication between and among physical and social scientists, humanists and the political policy makers.

(3) State University reports increased faculty activity in the development of problem-oriented programs of a multi-disciplinary nature, ranging from programs concerned with the urban environment, to the ecological balance of streams and lakes, to the impacts of technology on the family, the home and the community.

(4) State University calls attention to the titles of a number of university-wide conferences called "Conversations in the Disciplines" as indicators of the nature of the University's activities in this direction of social concern, and makes specific reference to Appendix K of the 1969 Interim Revision, which includes a complete listing of the "Conversations in the Disciplines."

(5) Thirteen campuses are engaged in planning a series of seminars on the subject "Values in Contemporary Society", unique in that, for the first time, a large public university is directing wide scale attention to the ethical considerations of those who study and teach in the academic community.

(6) With respect to progress toward 1968 Recommendation No. 45, State University comments that it would be premature to expect that a year's time would be sufficient for such complex developments to evolve very far, and that what is needed is continuing

effort and support on the individual campuses, with active involvement of faculty and students, and the creation on each campus of a climate conducive to open questioning and investigation of change and its impact on society, as prerequisites for the establishment of such applied science centers.

THE REGENTS POSITION ON STATE UNIVERSITY'S MAJOR RECOMMENDATIONS

The Regents are pleased to commend the State University for the progress evidenced in the past year. The State University has succeeded in accomplishing many difficult and complex tasks, and has reported its progress in a planning document of high quality reflecting great advancement in the implementation of the section of the education law dealing with the planning process. The quality of the thought expressed and the incisive way in which it is expressed is a most welcome achievement, and provides a new depth to the understanding of the planning process in New York.

One item which calls for particular praise is the emergence of the State University's information system which has provided factual detail of an unparalleled quality and quantity. It could serve as a model for all institutions in the State.

The Regents propose that the Trustees consider the amendment of Recommendation No. 39, identifying counties in which multiple campus operations of community colleges may be encouraged. Although the Regents agree with the principle that a single sponsor within a given locality is desirable, and are willing to entertain specific proposals whenever the circumstances warrant such action in the estimation of the State University, orderly process calls for certain considerations set forth in the Two-Year College section of this document.

The University is encouraged to continue the outstanding progress it has already exhibited.

2. What Responses has State University Made to the Regents Priority Concerns?

In their 1968 Statewide Plan for the Expansion and Development of Higher Education, the Regents identified ten priority areas of concern. All institutions were requested to consider these items in preparing their plans, and it is for that reason that the Regents here assess the adequacy of the State University's responses to these established problems. The ten areas are: (1) Financing Higher Education, (2) Manpower Needs, (3) Higher Education Opportunity, (4) Teaching, (5) Interinstitutional Cooperation, (6) Continuing Education, (7) College and University Governance, (8) Two-Year College Relationships, (9) Libraries, and (10) Innovation.

Each priority area includes brief summarizing statements, with references by item and sub-item to the immediately preceding sub-section of this Report, What Progress has State University Made on Its 1968 Major Recommendations? Where other material appears, its source is noted.

a. Financing Higher Education

(1) The State University does not discuss institutional financing specifically, presenting the following rationale:

> "This 1969 Progress Report will not contain long-range operating budget estimates, nor projections of facilities requirements in terms of funds and space. Representatives of the Trustees and the Regents have not concluded their discussions concerning the format and degree of detail on long-range fiscal projections which would be appropriate for master plans; moreover, the preparation of such estimates is further delayed by the lack of a foundation for cost calculation. The University is undertaking a restudy of many of its goals for workload, especially its Faculty Staffing Goals (student-faculty ratios), which may change as a result of such restudy and consultations with the faculty and with State authorities." (Page XVII, State University 1969 Interim Revision).

(2) The University's campuses participate fully in all available Federal and State aid programs. (c, (1), (2), (3))

(3) The University continues to administer the financial aid provided by the State Legislature to Polytechnic Institute of Brooklyn on a year to year basis. (o, (3))

(4) The development of a program budgeting procedure for the University continues to require careful organization at the central level and much education and development at the individual campus level. (p, (7))

THE REGENTS POSITION ON STATE UNIVERSITY'S FINANCING HIGHER EDUCATION

The Regents regret that the discussions in which they are engaged with the State University have not progressed this year to a level which would permit the State University to include a long-range projection of operating and capital requirements. It is particularly important in that the State University is the largest recipient of public funds in higher education and as such is the most important single factor in the overall problem of financing higher education in the State. The Regents expect that State University's internal development of the program budgeting system and the resolution of the current discussions concerning the basic requirements for projection of fiscal needs will permit such information to be included in the 1970 Progress Report.

The Regents acknowledge the information submitted on the various programs of student aid and particularly encourage the State University's participation in the federal aid program.

It may be noted that the Regents have recommended that certain anomalies regarding the administration of aid to private colleges in such fields as medicine and dentistry by the State University be consolidated under the aegis of the Regents.

b. Manpower

(1) In providing opportunities for professional study in fields of existing manpower shortages, the University fulfills an obligation to its students who may choose these fields. (f, (1))

(2) The University has been cooperating with the State Education Department in extension of opportunities for the study of

nursing, in the preparation of a study of the State's needs for dental education, in reviewing and developing appropriate responses to the needs for dental education, in reviewing and developing appropriate responses to the needs of the State for medical personnel, and in the development of responses appropriate to social work needs. (f, (2)-(5))

(3) Leadership exerted by the State University Health Sciences Advisory Board is evident in the progress made in providing nursing education. (q, (6))

(4) The Health Sciences Center at the University Center at Stony Brook is preparing to accept its first students in 1971. (f, (2))

(5) A variety of new programs in health sciences education are being developed at the two-year colleges, the University colleges and the health sciences centers. (f, (2))

(6) The proposal for a School of Social Services at the University Center at Binghamton is in response to the need for trained personnel in the teaching, research and policy-shaping fields of social welfare. (f (5), q (7))

(7) The College at Brockport is developing a new social work education program designed on the basis of needs in the Rochester urban area. (f (5))

(8) The School of Library and Information Studies and the School of Architecture and Design, both at the University Center at Buffalo, began operations in 1969; the Schools of Nursing and of Business at the University Center at Binghamton are ready to accept their first students this fall; the Marine Sciences

Research Center at Stony Brook is now pursuing its first research projects. (h (1))

(9) The University has projected estimated manpower needs in educational supply in 13 areas for the period 1967-68 to 1975-76. (f (6))

THE REGENTS POSITION ON STATE UNIVERSITY'S MANPOWER

The strength of the University's diverse offerings is such that their attitude toward manpower requirements is largely justified. With such a variety of curricula students are able to prepare themselves for practically any career. The Regents are pleased with the State University's response to their specific concerns in this area and with the assistance extended in developing the studies of social work, nursing and dentistry as well as the cooperative re-examination of the program of state aid to private medical colleges.

Particularly in regard to the developing program in social welfare education at the University College at Brockport the Regents wish to remind the State University of their 1968 Recommendation in which they stated, "In establishing new programs there should be exploration of a variety of administrative arrangements including interinstitutional cooperation, contractual agreements, or other forms." Planning this program should include the results of the previously mentioned study.

c. Higher Education Opportunity

(1) A Task Force of the University's central staff is currently examining the nature of the needs and demands of higher education by groups of persons who in the past have not attended college in large numbers and who may not have the traditional credentials for college. (e (3))

(2) University students have contributed many hours of volunteer work as teachers and tutors in order to assist school and community agencies in devising special programs for pre-school and early graduate disadvantaged children. (u (2))

(3) About 800 students entered four SEEK centers located in Albany, Buffalo, Mount Vernon and Syracuse, for the purpose of receiving

training preparing them for college admission by the summer or fall of 1969. (u (2))

(4) Enrollment at the five urban centers now in operation, including the fifth in Rochester, for 1968-69 amounted to a total of 5,370. (u (2))

(5) Various innovative attempts are being made on the campuses to develop and test new criteria for admission to programs for disadvantaged students. (u (2))

(6) Some of the colleges are experimenting with new practices for retention of students. (u (2))

(7) The staff of the University is working on a series of studies and position papers related to the problems of providing equal opportunities within the University. (u (2))

THE REGENTS POSITION ON STATE UNIVERSITY'S HIGHER EDUCATION OPPORTUNITY

The Regents commend the University for the progress it has made in extending the opportunity for higher education to deserving, but previously excluded, students, many of whom are members of minority groups. The percentage increase in the enrollment of such students, more than triple that of the overall increase in enrollment in testimony to the effectiveness of the University's efforts. The recommendations of the Chancellor's Task Force on Programs for the Disadvantaged have provided a strong base for action on the part of the various components. The Regents believe that the amendment made to Recommendation No. 5, through which any possible interpretation of a quota was removed, was a wise decision on the University's part and most responsive to the concerns expressed by the Regents in 1968.

d. Teaching

Data developed by State University's central staff Office of Institutional Research as of June, 1969, summarizing the granting of degrees and certificates in education at the individual campuses for the years 1966-67 and 1967-68, demonstrate clearly that the University colleges still carry the major responsibility of the University for the preparation of teaching personnel in the State. (r (2))

THE REGENTS POSITION ON STATE UNIVERSITY'S PREPARATION OF TEACHERS

The Regents note the data submitted by State University regarding the production of degrees and certificates in education, indicating levels of production which are in the best tradition of State University's long record of leadership in the supply of teaching personnel for the State. The Regents also take this opportunity to note that their previously expressed concern about the number of teaching personnel is no longer a matter of priority concern; that henceforward teaching as an area of priority concern will be understood in the sense of excellence of preparation and quality of performance.

e. Interinstitutional Cooperation

(1) A number of the University campuses, including the University Centers at Albany and Buffalo, and the University Colleges at Fredonia, Cortland, Geneseo, and Oswego, are operating programs in cooperation with the two-year colleges for the purpose of upgrading and strengthening two-year college faculty in the various disciplines. (b (2))

(2) The Western Regional Scholar Exchange Program is making available 36 distinguished scholars to the University campuses in Western New York for lectures, coloquia and joint faculty responsibilities in a wide variety of discipline areas. (b (3))

(3) A number of intra-University interinstitutional programs, such as the Conversations in the Disciplines, the Scholar Exchange Program, the Traveling Artists, and the Artists and Scholars in Residence Program bring to the campuses the special gifts and experiences of distinguished people from both inside and outside of the University and inside and outside of the academic world. (b (3))

(4) Examples of extra-University interinstitutional cooperation involve Dutchess County Community College and Marist College,

Downstate Medical Center and Brooklyn College and the University College at Purchase with Manhattanville and Sarah Lawrence. (o (1))

(5) A comprehensive re-examination of the mission of the statutory College of Home Economics at Cornell, by the State University and Cornell University, has been completed and has resulted in special legislation as an amendment to the Education Law. (t (1))

THE REGENTS POSITION ON STATE UNIVERSITY'S INTERINSTITUTIONAL COOPERATION

The Regents are disappointed that the State University report on cooperative endeavors emphasizes so strongly activities within the public sector. The State University is the largest single component of the higher education system in the State. As such it should be one of the most active promoters of cooperative ventures and the Regents expect that in the coming year the State University will involve itself in a larger number of cooperative ventures with private institutions; perhaps participating in the solution of the cited needs in the Mid-Hudson Region or amplifying the proposed solution to the social welfare education needs of the Rochester area.

f. Continuing Education

(1) Master of Arts and Bachelor of Arts Programs in Liberal Studies are being developed at the University Centers at Stony Brook and Binghamton, and at the University Colleges at Brockport and Geneseo, for continuing education students. (1 (2))

(2) Enrollment of part-time students in non-credit short courses, seminars and institutes has increased from 121,563 in 1967-68 to 138,621 in 1968-69. (1 (1))

(3) At the University College at Plattsburgh students at the high school level with exceptional ability are permitted to enroll for credit in continuing education courses. (1 (2))

(4) The University Colleges at New Paltz and Buffalo are waiving formal prerequisites for applicants on the basis of ability or experience. (1 (3))

(5) Many of the two-year colleges are expanding old programs and developing new ones involving both credit and non-credit work, many designed specifically to fit the needs of groups of people living and working within the College's area of service. (1 (4))

THE REGENTS POSITION ON STATE UNIVERSITY'S CONTINUING EDUCATION

The Regents are pleased with the efforts and concern reported by the State University in the area of continuing education, especially the design of programs for the needs of groups within the area of individual campuses. Such tailoring of institutional capabilities to community requirements is essential.

The Regents are particularly interested in the information generated on the nature of existing and potential clienteles for continuing education programs at the college and university level throughout the State. Such data will be vital to the study proposed by the Regents in order to establish the appropriate roles of all institutions.

g. University and College Governance

(1) The Committee on Governance of the University Faculty Senate has completed a program of visits to each campus of the University for the purposes of study and evaluation of their governance structures, offering advice for improvements, and extending knowledge about ideas and experiences that have been useful on a single campus. (a (2))

(2) A variety of conferences and meetings have been held between and among faculty, administrators, students and student officers, trustees and the Chancellor for purposes of exploring questions of participation and policy making, and to bring about better understanding of each others' roles. (a (6))

(3) The four University Centers give evidence of their unique individualities as they develop their own distinctive systems of governance; for example at Buffalo, the Polity, similar to the old fashion town meeting; at Binghamton, the University Assembly composed of faculty, students and administrators. (a (4))

THE REGENTS POSITION ON STATE UNIVERSITY'S GOVERNANCE

The Regents are pleased to hear of the many interesting experiments being carried on in the individual units of the State University. It would be helpful, the Regents believe, if this discussion could be enlarged to cover the role of the campus within the State University; the role of the State University as a public agency; and its contribution as an educational resource to the statewide educational system, the University of the State of New York, under the Board of Regents.

h. Two-Year Colleges

(1) A study of major policy questions on the two-year colleges has been conducted involving the Division of the Budget, the Regents and the Trustees of State University, and the resulting recommendations are under consideration. (s (1))

(2) The series of regional conferences on the issues of articulation between the two-year and the senior campuses are being held throughout 1969, among representatives of the campuses and the University's central staff. (d (7))

(3) The senior campuses have accepted the goals of providing more places for transfer students, especially from the two-year colleges; in fall 1969, 16,000 students applied for the 7,000 transfer spaces available at the senior campuses. (d (6))

(4) Since June 1968 the following two-year campuses have been opened: North Country Community College, Tompkins-Cortland Community College, Clinton Community College, Columbia-Greene

Community College, and Schenectady Community College. (p (3))

(5) State University College at Herkimer-Rome-Utica, designed specifically to fill the need for additional transfer spaces for two-year college graduates, has begun preliminary operation under an administrator in cooperation with the University College at Cortland. (p (4))

(6) A comprehensive program involving cooperation among the University Centers, the University Colleges and the two-year colleges for the purposes of upgrading two-year college faculty is well underway. (b (2))

THE REGENTS POSITION ON STATE UNIVERSITY'S TWO-YEAR COLLEGES

The progress reported concentrates on the development of stronger faculties and the subsequent enrichment of the academic programs at the two-year colleges. After the surge of expansion in the numbers of these institutions, such a concentration on qualitative aspects is a most worthy development.

The State University's concern for provision of transfer spaces and its planning to accommodate as many graduates of two-year institutions in the senior colleges as is possible, highlights the existing deficiency of 9,000 spaces and suggests the desirability of weighing alternative methods of meeting this need using both public and private educational resources.

In connection with Recommendation No. 39 some comment should be offered concerning the reference to the development of multiple campus operations for certain community colleges. The Regents endorse the concept of a single sponsor within a given location and are willing to entertain specific proposals when the circumstances warrant such action. In developing such proposals the University should exercise care to give advance notice of intentions and to make available all pertinent studies prior to submitting any formal proposal or making any commitment in the sponsoring area, either for land or facilities. Such prior notice should be made available both to the Regents and to the Governor.

The results of the jointly conducted study of two-year colleges have just been received from the consultant and subsequent amendments to the Regents Position may be expected as a result of this report.

i. Libraries

(1) Goals set for increase in size and improvement of quality of

library resources at State University in the University's 1964 Master Plan will be completed by the end of the 1969-70 academic year. (h (1))

(2) A University library staffing study has been undertaken by the central staff of State University and the Administrative Management Unit of the Division of the Budget, to be reported on during 1969-70. (h (1))

(3) State University's third graduate school of librarianship at the University Center at Buffalo will begin classes this fall. (h (1))

(4) Preparation of elementary and secondary school librarians to meet existing shortages is being studied by State University and the State Education Department. (h (1))

(5) Several two-year colleges are developing programs for the training of para-professional technicians in librarianship. (h (1))

(6) An Onondaga Community College program in medical library technology, in cooperation with Upstate Medical Center, approved by the Trustees of State University and the Medical Library Association, will lead to the granting of the Associate in Applied Science degree. (h (1))

(7) The extension of computer applications to campus libraries is proceeding steadily. (h (1))

THE REGENTS POSITION ON STATE UNIVERSITY'S LIBRARIES

The Regents position on State University's library section in its 1969 Interim Revision is set forth in six areas: acquisitions, planned capacity and facilities, staffing, information retrieval, central processing and central storage.

Acquisitions

The philosophy underlying the acquisitions program of the State University is sound and pragmatic in that "holdings are increased incrementally, within funds available, and according to priorities of need established in consultation with the faculty."

The State University is confident it will meet its 1964 goal of doubling the 1964 holdings by 1970. In view of the fact that a detailed comparative summary of library holdings by each campus is not available it is impossible to get a composite picture of the total State University library resources to date. Although the University recognizes that the needs of the new institutions that have been established since 1964 are not reflected in the 1970 goal, the Regents believe there is a need for a second review of the 1970 goal that would include the needs of the new institutions in order to determine if realistic and practical goals have been established.

Planned Capacity and Facilities

The 1969 State University Interim Revision of its 1968 Master Plan, in the section Increasing Library Resources, somewhat clarifies the concept of ultimate sizes of campus libraries. The document states categorically that planned capacity "refers only to the adequacy of library sites and buildings." Two previous recommendations from 1966 and 1968 are referred to by State University.

The 1969 Interim Revision in the section on planned capacity and facilities denotes intent "to shift the focus back again to the construction budget and to underline the fact that buildings for libraries were in danger of being underplanned, without provision for expansion, on sites which could be inadequate. . ."

This danger of underplanning library buildings is a real one. The library, a building usually centrally located on a campus, should be planned as State University indicates, with provision for expansion. Library capacity needs should be projected to provide for such factors as growing enrollments, increased rates of publication, a changing learning and instructional pattern which includes independent study, research requiring the use of a wider range of materials, and changed and broadened curricula. Library buildings must also be planned for the use of a variety of media, the application to library procedures of electronic data processing and devices for high-speed interlibrary communication.

Expanding higher education requirements make it necessary for library buildings to be built in excess of current demands. The Regents support the position of the State University that "certain types of buildings (libraries among them) should be planned for ultimate capacity, rather than for maximum use soon after completion of the building... It is sound planning to utilize space made available in excess of immediate requirements...temporarily for other academic needs." While a library building must be constructed for a specialized function, it is possible to design certain areas so that they may be used temporarily for other academic needs." While a library building must be constructed for a specialized function, it is possible to design certain areas so that they may be used temporarily for other academic purposes. It should also be pointed out that it is more economical and efficient to build a larger building initially rather than having to make additions or to replace inadequate buildings. A sufficiently large site should be selected to permit flexibility in building planning.

It is stated by State University that target dates for reaching the ultimate sizes of campus libraries have not been decided upon, but that it was incumbent upon the University to adopt the concept in order that library buildings would be planned for "ultimate capacity." Clarification of definition of "ultimate capacity" is needed. In planning for ultimate size, long range projections should give consideration to an acquisition program of "continuous removal and addition," development of the Reference and Research Library Resources Program, and the plans of the University to explore the use of information retrieval as set forth in its 1966 and subsequent planning documents, as well as to the fact that each campus does not need to be self-sufficient in library resources at the advanced research level.

The Regents wish to note that the 1966 Report had indicated that each of the University Centers' total holdings would be two million volumes. While the Regents are considering the ultimate size for the University Centers, they wish to bring to the attention of the University that a recent study completed by Dr. Robert B. Downs, Dean of Library Administration, University of Illinois, and Chairman of the Joint Committee on University Library Standards for the Association of College and Research Libraries and the Association of Research Libraries, in the September 1969 issue of College and Research Libraries, indicates that "purely from a pragmatic point of view, one may conclude that quantitatively a library in a university offering comprehensive doctoral programs should possess a minimum of 1,500,000 volumes..." If the University Centers utilize fully the Reference and Research Library Resources Program, if they make use of the NYSILL (New York State Interlibrary Loan) program, and if their faculty and doctoral students make use of the New York Public Library research facilities, the Regents believe the Downs minimal standard would serve as a useful guideline assuming that collection size is adjusted to enrollment and the number of doctoral programs.

Staffing

The Regents commend the University on its study undertaken jointly with the Administrative Management Unit of the Division of the Budget on staffing of the campus libraries. From the results of this report will be developed guidelines not only for the staffing of State University but also the other academic libraries in the State. It is their hope that the position paper which is to be completed during the 1969-70 academic year will be widely circulated.

The University also is to be commended for its role in the education of professional librarians in order to help alleviate the national shortage. The two graduate library schools that now have both national and State accreditation are providing a yeoman service. The State University at Albany Library School is the place of publication of two of the American Library Association professional periodicals. The Regents applaud the efforts of the two-year colleges in their attempt to develop training programs for para-professional persons, but we caution that these programs should not be launched until the State Education Department and the American Library Association develop criteria for registering and accrediting these programs. This cautionary note is being offered also because the State Civil Service Department will have to establish position grades for persons completing their course work in these programs. The program in Medical Library Technology at the Onondaga Community College in cooperation with the Upstate Medical Center and approved by the Medical Library Association will provide additional personnel for medical libraries.

Information Retrieval

The University has taken the leadership in making use of the new technology and recommended in 1964 "that a system of interlibrary loans be established, making the University's total library resources easily available to all units of the University." In 1966, the University recommended "that there be established a statewide library communications network, connecting all campus libraries in State University with capability for remote station access to a central computing facility, with visual image transmission and reproduction facilities at each station. The University has been unable to reach its 1966 goal because of "problems inherent in copyright laws." As the Regents review the 1966 goal and although this is not indicated in the report, they are certain that research and development in the industry have not provided the hardware at a nominal price that would make it feasible to implement this approach at this time. While they are sympathetic to the idea of making maximum use of State University resources by interlibrary loans among the various units, it is their recommendation that a State University interlibrary loan network at the present time is not necessary because of the New York State Interlibrary Loan Program (NYSILL), a statewide network that makes use of twelve private research libraries in the State and would provide the resources to sustain instruction and research at all of the State University units.

The Bio-medical Communications Network which includes libraries beyond the State of New York is providing a wide range of medical materials and is now interfaced with the NYSILL program.

The University Center at Binghamton, the University Center at Buffalo and Auburn Community College are to be commended for pioneering in the use of computer applications to library problems. The University Center at Buffalo is jointly working with the Western New York Library Resources Council on a feasibility study for a regional union catalog making use of computer techniques.

Central Processing of Books and Other Holdings

The University has decided to abandon its plans for a central processing center for library materials for two reasons: 1. "The recent and rapid expansion of already large and private book jobbing companies, which have added processing service to their wholesale function has practically eliminated any possibility of savings to the University that might have been achieved by the economy of scale of a centralized acquisitions facility," and 2. "The development and full operation of a machine-readable catalog by the Library of Congress..." which provides for "the instant exchange of bibliographic data with other libraries..." Because of these developments, the University has embarked upon a decentralized acquisition and cataloging program. We support this decision based on the second reason given as stated, but question the utility and the effectiveness of private book jobbing companies for the university colleges and university centers, because, in most instances, the levels of materials that will be acquired by these two components of the University will be more sophisticated and research oriented that the kinds of materials that will be found at the private book jobbing companies.

The State University position for abandoning this proposal is also supported by one of the giants of the library profession, Joseph Wheeler, the retired director of the Enoch Pratt Free Library of Baltimore, who states in this September 15, 1969 issue of Library Journal in his article, "Top Priorities for Cataloging-In-Source," states that "One operation wastes more library money, absorbs more time and attention from library staffs high and low, delays public service and frustrates every reader, more than anything else that public, college, school, and special librarians undertake. We refer to the unsolved excessive costs in ordering, receiving, cataloging, and other'processing' of newly added books. But we refer no less to the inexcusable delays which at this moment are found in centralized, or regional, as well as in local libraries, in getting all this preliminary work done before the reader can have his book."

Central Storage of Certain Library Materials

The University has not made a final decision regarding the establishment of a central storage facility for the housing of "little used library material." The two possibilities indicated are a central storage warehouse or the utilization of each of the four university centers to be designated as area depositories. It is the Regents recommendation that since the Reference and Research Library Resources Program is now investigating the prospects for 3R's regional storage facilities or a statewide facility under the aegis of the State Library, the State University should keep in touch with developments at the State Library and the 3R's program. In addition, the position paper that will be developed during 1969-70 should reflect this possibility.

j. Innovation

(1) Educational Communication Centers, providing advice on use of modern educational technology for the improvement of instruction, and maintenance of the equipment required, have been established on most of the State-operated campuses. (i (1))

(2) Faculty of the various campuses of State University have begun to develop the needed material resources e.g., tapes, films, programs, without which even the most sophisticated technology is useless. (i (2))

(3) A central University Educational Recordings Library has been established for the purpose of acquiring, duplicating and distributing materials to all campuses. (i (3))

(4) Some of the most exciting innovations in the expansion of resources by means of technology has been occurring in the community colleges, for example at Hudson Valley and Auburn. (i (4))

(5) A pilot study has been conducted by the University to determine the costs involved in the new patterns of instruction; findings suggest that despite higher initial costs, overall costs are not excessive, and that important non-fiscal benefits from these new approaches are present for both teachers and students. (i (5))

(6) The staff at State University is preparing a position paper on patent and copyright policy with respect to the application of published materials to use with new media. (i (7))

(7) Developmental activity in the area of computer assisted instruction is taking place primarily at the University Centers at Stony Brook and Binghamton and at the University Colleges at Potsdam, New Paltz and Brockport. (j (1))

(8) Radio Station WBFO at the University Center at Buffalo has become nationally known for innovative programming. (m (2))

(9) Radio Station WRVO at the University College at Oswego went on the air in January 1969, and will apply to the Federal Communications Commission for increased power during 1969-70. (m (3))

(10) Directors of International Education have now been designated on all State University campuses, including the two-year colleges. (n)

(11) In 1968-69, some 1,500 university students participated in 65 overseas study program. (n)

THE REGENTS POSITION ON STATE UNIVERSITY'S INNOVATION

The State University's reaffirmation of its commitment to the use of new methods of instruction and related devices is welcomed by the Regents. This renewed commitment, with all its implications for economies in handling ever-greater numbers of students, and for allowing ever-greater latitudes for the individual student in self-directed study, is one of the most urgent and challenging of the priority concerns areas. It is strongly suggested that perhaps a more thorough and detailed system of reporting by the individual campuses and individual departments as to ventures and achievements in this area might serve not only to keep the State University Central Staff better informed, but also might serve as a useful clearinghouse for institutions both with State University and outside of it.

3. What Amendments Does State University Propose to Its Master Plan?

The following changes in its Master Plan are proposed by the State University of New York in its 1969 Progress Report. Numbers in parentheses refer to the numbers of original 1968 Recommendations.

a. The Regents are asked to urge early approval and financing of their proposed New York State Student Financial Aid Program, including provision for interim and pending full implementation of the program. (3)

Reaffirmed.

In addition, the Trustees recommend:

> That the Regents give consideration to obtaining information on the ability of all students or their parents to pay for higher education in both public and private colleges and universities. (3-1)

Regents Position - APPROVED

b. All campuses of the University will clearly define and publish their policies and patterns of admitting students. (4)

Reaffirmed.

In addition, the Trustees recommend:

> The campuses are urged to increase their search for evaluative techniques and devices for use in admissions that will screen students into, rather than out of, the University. (4-1)

Regents Position - APPROVED

c. As a present and realistic goal for calculated risk admissions each campus of the University will reserve up to five percent of new admissions annually for disadvantaged applicants who may lack preparation, but who show potential for making good use of the opportunity for higher education. (5)

Replaced by:

That as a present and realistic goal for calculated risk admissions, each campus of the University will reserve a significant and appropriate proportion of new admissions annually for disadvantaged applicants who may lack preparation, but who show potential for making good use of the opportunity for higher education.

(5-1)

Regents Position - APPROVED

d-f. Larger proportions of credit earned through continuing education will be applied at the campus toward achievement of associate degrees, baccalaureate degrees and appropriate certificates. (20)

Reaffirmed.

In addition, the Trustees recommend:

d. The University will explore ways of financing continuing education courses that will expand the University's services to the people of the State.

(20-1)

e. The campuses will increase their continuing education offerings for non-degree students.

(20-2)

f. The campuses will develop ways of determining community interests in continuing education prior to initiating programs. The campuses located in urban areas, in particular, will develop continuing education courses appropriate to the needs and interests of minority group adults who seek opportunities to upgrade job skills.

(20-3)

Regents Position - APPROVED

g. The New York Network will be extended to bring educational television to people not now served in northern New York, areas of the Southern Tier, and the eastern end of Long Island. (21)

Replaced by:

The Regents are urged to explore the possibility of utilizing community antenna television systems and/or satellite stations to bring educational television to areas of the State not now served by ETV stations.

(21-1)

Regents Position - APPROVED

h. Students eligible for a year of study at some foreign university should have such opportunity at a cost no greater than that which they would incur on a campus of the University. (25)

Replaced by:

Students eligible for a period of study at some foreign university should have such opportunity at a cost no greater than that which they would incur on a campus of the University.

(25-1)

Regents Position - APPROVED

i. Students from countries other than the United States should constitute three percent of the University's enrollment. (26)

Replaced by:

The campuses should seek to attract increased numbers of students from countries other than the United States in order to enrich their own educational environments.

(26-1)

Regents Position - APPROVED

j. The fifth Urban Center of the University will be established in the City of Rochester. (33)

Implemented.

In addition, the Trustees recommend:

That a sixth State University Urban Center will be established on Long Island to be operated under the auspices of the Agricultural and Technical College at Farmingdale.

(33-1)

Regents Position - APPROVED

k. A school of dentistry will be established at Upstate Medical Center. (35)

Deferred.

In addition, the Trustees recommend:

That a School of Social Services be established at the University Center at Binghamton. (35-1)

Regents Position - APPROVED

l. The changing missions of the Colleges of Agriculture and Home Economics will be examined in cooperation with Cornell University to ensure the fulfilling of the statutory requirements laid down by the Legislature. (42)

Replaced by:

The changing mission of the College of Agriculture will be examined in cooperation with Cornell University to ensure the fulfilling of the statutory requirements laid down by the Legislature. (42-1)

Regents Position - APPROVED

m-n. The University's Plan of Programs for the Disadvantaged is appoved as a guide for action. (43)

Reaffirmed.

In addition, the Trustees recommend:

m. That the principal efforts and resources for developing educational opportunity programs be provided on those campuses which have demonstrated a commitment and at which the learning environment is most flexible and sensitive to the learning style and capabilities of disadvantaged students. (43-1)

Regents Position - APPROVED

The Trustees further recommend:

n. That the existing Urban Centers and Cooperative College Centers become Colleges of Urban Technology which will offer programs ranging from six-month certificate courses through Associate in Applied Science curricula.

(43-2)

Regents Position - DEFERRED

The Regents encourage continued research and planning and will welcome specific proposals.

4. Proposed New Programs*

The State University does not formally present any new programs for the Regents approval.

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*Any programs recommended by the Trustees which are not specifically approved by the Regents in this Progress Report must be submitted for individual review and approval.

Section 2, The Progress Report of City University

1. What Progress has the City University Made on its 1968 Major Recommendations?

Recommendations in the 1968 Master Plan of the City University centered around thirteen areas. They were (a) Admissions; (b) Enrollments; (c) Selected Priority Areas which included Teacher Education, Health Manpower Needs and Needs of Minority Youth; (d) University Governance; (e) Relations with Other Institutions; (f) Curricular Expansion in Senior Colleges and in Community Colleges; (g) Improvement of Instruction; (h) Library Resources; (i) Expansion and Improvement of Research Activities; (j) More Effective Faculty Recruitment and Retention; (k) Extended Community Service Programs; (l) Facilities Development; and (m) Financing Long-Term Growth.

Contained in this section of the report are indicators of progress being made by the City University, in its own estimation, towards its major recommendations as shown in its 1969 Interim Revision of the 1968 Master Plan.[1]

a. Enrollments

In regard to total enrollments, the University reports in its 1969 revision of the Master Plan that from a total enrollment of 144,000 full and part-time students for 1967-68, enrollment rose 10 percent to 158,000 for the school year 1968-1969.[2] If such rate of growth is sustained with adequate resources, City University will fulfill its enrollment goal set for 1975.

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[1] City University is made up of a Graduate Center and nine Senior Colleges. Also sponsored by the Board of Higher Education are six Community Colleges.

[2] See Higher Education Planning Statistics, 1969, for exact figures.

The enrollment mentioned herein for 1968-69 distributed itself as follows:

(1) The senior colleges once again offered admission to the top quarter of the City's high school graduating class.

(2) SEEK increased its enrollments in the senior colleges to 2,600 matriculated students.

(3) The College Discovery Program at the community colleges admitted over 800 additional students in Fall, 1968, to bring total enrollment to about 1,300. This exceeds the goal of 1,200 students as stated in the 1968 Master Plan. As a result, an additional 300 College Discovery students are included in revised projections for 1969-1975 enrollments.

(4) It is estimated that in the 1968-69 school year 2,600 students will participate in courses in the Urban (Educational Skills) Centers, as contrasted to 1,200 for 1967-68 as reported in the 1968 Master Plan.

(5) The 100 Scholars Program which began in the Fall of 1968, and which will be in full operation by Fall, 1969, admitted 100 students this past fall; 350 are projected for 1969.

(6) Two hundred and thirty-nine students were enrolled in the University through other special programs. The largest of these is Brooklyn College's Educational Opportunity Program, which registered 200 students.

(7) Total graduate enrollment increased 16 percent between 1967 and 1968. Doctoral matriculants increased 21 percent to

1,450. Master's matriculants increased 13 percent to 17,100, and those in non-matriculated status increased 21 percent to 7,500. Total graduate enrollment at the campuses and at the Graduate Center was over 26,000.

(8) Mount Sinai School of Medicine, during its first year of operation, exceeded its enrollment goal for 1968-69 with a first year class of 36, and with an additional 18 students in the Graduate School of Biological Sciences.

With respect to enrollments, certain problems were foreseen by the University. They were as follows:

(9) Although the 1968 Master Plan called for the community colleges to offer admission to 19 percent of the high school graduating class, they were able to offer admission to only 16 percent. Because of budgetary limitations, the University is concerned that the goal of the community colleges to offer admission to 40 percent of the high school graduating class by 1975 will be increasingly difficult to reach.

(10) The operational control of five public high schools in areas exhibiting the greatest degree of disadvantage is still in the exploratory state. University enrollment projections based on this program are 750 for 1969 and 2,880 for 1975.

(11) When enrollment goals for 1968 are compared with actual enrollment, the University is shown to have substantially achieved its goals for full-time, day session, matriculated students.

(12) The expected continuing shift in the proportion of regular admissions from high school in favor of those who enter through new avenues of admission, beginning with 1968, is seen as a drop from 90 percent regular admissions in 1967 to 88 percent regular admissions in 1968.

b. Admissions

Progress in admissions, orientation, and counseling are reported by the University in the following items:

(1) Given items (1) and (2) on page 75 of this Report, it is clear that the senior colleges are reaching large numbers of persons from poverty areas, to whom a college education would have been denied under traditional admissions criteria, while continuing to meet their enrollment goals for the top one-quarter of the high school graduating class.

(2) In an amendment to the 1964 Master Plan, the Board of Higher Education committed itself to the policy of open enrollment, having as its goal the admission of all graduates of secondary schools in New York City who seek higher education. It also pledges itself to continue to expand services to students needing special support services.

(3) City College is moving toward integration of day and evening programs and toward greater freedom for both matriculated and non-matriculated students to enroll in either day or evening courses.

(4) Bronx, Kingsborough, New York City, Queensborough, and Staten Island Community Colleges are offering new programs designed, by means of counseling and remedial work, to bring unqualified entering students up to acceptable entering levels.

(5) Spring, 1967, marked the beginning of a pre-college basic educational program at Staten Island Community College which prepares high school dropouts and others in officially designated poverty areas for college admission into appropriate programs the following semester.

c. Priority Areas of City University

(1) Teacher Education

In response to the definition of the University's mission in teacher education in the 1968 Master Plan, units of City University offer the following items:

(a) Bernard Baruch College now offers teacher education programs primarily emphasizing business, and has initiated new graduate level courses including a Seminar in Educational Research, Appraisal of Intelligence, Aptitude and Learning, and Current Problems in Business Education.

(b) Brooklyn College has stressed programs consistent with 1968 Master Plan goals which called for an interdisciplinary curricular approach, increased student awareness of self and interpersonal relationships, improved community and student-teacher relations, greater competence in the use of educational technology, and field experiences relevant to eventual teaching assignments.

(c) Hunter College has also embarked on programs for facilitating the ascent of para-professionals employed by schools on a "career ladder," with special admission to the baccalaureate program of a limited number of such adults now working as teacher aides in the Hunts Point section of the Bronx, and as youth street workers in selected Manhattan high schools.

(d) Lehman College, in order to expand its teacher education program in the direction of increased emphasis on the human relations experience of undergraduate and graduate students, has instituted a core of courses given in sequence, including Human Relations, Psychological Foundations of Education, the Afro-American in the Urban School Setting, and the Spanish-American in the Urban School Setting. Students completing the sequence will be given a certificate attesting to their specialized preparation at the conclusion of their student teaching experience.

(e) The community colleges have sponsored the development of career ladder para-professional programs; many of these in cooperation with the senior colleges of the University. These include Bronx, Kingsborough, New York City and Queensborough Community Colleges. Bronx Community College and New York City Community College have been working with Lehman College in the development of teacher education programs. At New York City Community College, 300 students are employed in the school system and are prepared for eventual transfer to the senior college teacher education programs.

(2) Health Manpower Needs

On page 4 of the City University 1968 Master Plan is stated:

> With its expanding programs and enrollment the University must put itself in a position to train large numbers of people to meet critical shortages of personnel in the health related fields.

Progress in meeting this commitment includes:

(a) The Liberal Arts College of City College has cooperated with Mount Sinai Medical Center to establish a School of Nursing. A program has been planned to provide students with a strong background of courses in both liberal arts studies and professional training leading to a Bachelor of Science degree. It is expected that the first freshman class of 96 students will be admitted in September, 1969.

(b) Hunter College is implementing a project sponsored by the Public Health Service. It will provide a work study program for licensed practical nurses, enabling them to become registered nurses within 17 months. During this time they will work for the Department of Hospitals but will be released half-time to study at Hunter. They will, however, receive full salary. Hunter College also sponsors an undergraduate nursing program leading to a baccalaureate degree. At present, 748 students are enrolled.

(c) Bronx and New York City Community Colleges have expanded their nursing programs. Bronx Community College, currently enrolling 650 students in its nursing program, will expand to 800 students upon completion of the new campus in 1972.

New York City Community College has increased its nursing enrollment in the day session and inaugurated an evening session nursing program. In the evening session an estimated 1,000 students have been enrolled; forty percent of them are practical nurses.

(d) Kingsborough Community College initiated its Health Occupations program in the fall of 1968; 160 students were enrolled with a projected increase to 600 students by 1972. Primarily the program is geared to those already in a hospital setting. Extensive remediation for applicants with academic deficiencies will be provided. The College also plans to give credit toward advanced standing in the associate degree program to nursing students who score highly on the New York State Nursing Proficiency Examination. A program in Opthalmic Dispensing has recently been implemented.

(e) Pending approval by the Board of Higher Education and receipt of Federal funds, Staten Island Community College will give a series of non-credit courses under the continuing education program to train medical transcribers beginning in Spring, 1969. These courses are intended for the upgrading of hospital aides and attendants employed in Staten Island hospitals.

(f) Joint programs for graduate training in the physical, biological, and bio-medical engineering areas are being developed cooperatively by Mount Sinai Graduate School of Biological Sciences and City University's Graduate Division. Graduate enrollment in 1969-70 is estimated at 35 students.

(g) Through a grant from the Louis Calder Foundation, the Mount Sinai School of Medicine recruits interested high school students from minority communities for enrollment in the Mount Sinai School of Nursing and in programs in allied health technologies. Students visit every Saturday morning when they take classes in remedial reading, arithmetic, and study skills. The program will continue through the students' junior and senior years in high school, with employment provided at Mount Sinai during the summer vacation.

(h) The City University Health Professions Complex involves committees representing Mount Sinai School of Medicine and the Hunter College Institute of Health Sciences working closely together to develop the Institute's academic policies and programs. It is hoped that six baccalaureate degree programs will be offered, with Regents approval, for September, 1969: Community Health Education Specialist, Communicating Sciences, Nuclear Medicine Therapy, Medical Record Aministrator, Functional Rehabilitation and Medical Computer Science.

(3) Needs of Minority Youth

City University, in accepting its responsibility as an urban institution, is responding to the problems of growth and heterogeneity of the city; it serves as a force for continual revitalization; it continues to serve as a means by which the talented youth from low income families of this city can achieve upward mobility, measured in occupational as well as educational terms.

In the past, low income persons have come predominantly from immigrant groups. At present, however, the current low income groups in the city are predominantly Black and Puerto Rican.

The University has made substantial progress in increasing the enrollment of minority group students through SEEK and College Discovery, the two largest and most comprehensive programs in any integrated institution in the country. The University recognizes, however, that there is still more to be done.

City University, in implementing its commitment to provide opportunities for the City's minority populations on a scale that can have meaningful impact on the minority community, reports in the 1969 revision of its Master Plan that:

(a) Enrollment in SEEK programs in the senior colleges for the 1968-69 year was as follows: Baruch 31, Brooklyn 428, City College 660, Hunter 133, Lehman 150, Queens 644, York 62.

(b) In Spring, 1968, 183 students registered in Brooklyn College's Educational Opportunity Program. They were limited to a 12 credit-hour program using pass and fail grades instead of letter grades during the first year's work. Special tutorial and remedial services were made available to students in the summer, prior to registration, as well as during the academic year. The Department of Libraries offered a basic skills workshop in the summer to students requiring intensive assistance in reading, written composition, study and library skills. In Summer, 1969, 200 students from poverty areas were expected to participate.

(c) In a cooperative arrangement between the School of General Studies, the Graduate Division, and the Department of Education, Lehman College offered a summer program for minority youth from the Bronx which provided tutorial assistance in academic areas and cultural enrichment activities.

(d) Queens College's Department of Education sponsors a parents' and children's center for pre-school children, their parents, and adults in the South Jamaica community.

Financed by Head Start, the center provides education of a social, family, and vocational nature. One hundred children coming from 90 families are enrolled.

(e) A major program designed for disadvantaged minority adults has been Adult Continuing Education (ACE), which is offered at Queens College. As of Spring, 1969, the program enrolled 877 adults. The purpose of the program is to provide opportunity for a limited number of carefully selected adults to matriculate for a baccalaureate degree with advanced standing. In order to take advantage of adult experience and to accelerate progress toward the degree, the basic seminars of the ACE Program provide maximum opportunities for independent learning.

(f) The Manhattan Urban Center in Harlem operates both day and evening programs. Approximately 300 students are now being served; 1,200 students will be enrolled by September, 1969. The Brooklyn Urban Center, located in the Bedford-Stuyvesant section serves approximately 1,000 students.

(g) In September, 1968, the bilingual college program began at Bronx Community College with 45 students. An additional 45 will enter in September, 1969. The program combines intensive study in English as a second language with college level courses conducted in Spanish. Although the participants have a high school diploma, they are not able to carry a full college program in English because of language handicaps. The program is financed by a two-year Ford Foundation grant as well as with University funds.

d. University Governance

Progress made by the University in the area of governance, as indicated in its 1969 revision of the 1968 Master Plan, includes the following:

(1) The faculty of Baruch College has created a Committee on Institutional Governance, composed equally of faculty and students, in order to insure the participation of all constituents of the University in the academic decision-making process.

(2) City College has made the following changes in campus governance: the creation of a strong Faculty Senate, a strong Student Senate, a Graduate Students' Council, an Office of the Ombudsman, and a Tri-Partite Policy Council.

(3) The 1968 Master Plan indicated the direction which the Board of Higher Education intended to pursue in establishing plans and procedures. Efforts have included:

    (a) Establishment of a Student Advisory Council which represents all students of the City University.

    (b) Establishment of a University Faculty Senate in September of 1968.

    (c) Participation by students, faculty and alumni with the Board on Presidential Search Committees.

(d) Participation by representatives of the students and faculty in the drafting of new by-laws relating to academic due process and student rights and responsibilities.

(4) To move further towards the establishment of a more effective governance pattern, the Board of Higher Education adopted four resolutions at its meeting of May 5, 1969:

(a) To extend an invitation to the Chairman of the Student Advisory Council to attend meetings of the Board.

(b) To approve, in principle, the establishment of Councils of Overseers responsible for each individual college under the aegis of the Board of Higher Education and to provide for faculty, student, alumni and public membership on these Boards, as recommended in the "Report of the Special Committee on the Organization of the Board of Higher Education," dated May 5, 1969.

(c) To permit each college, through joint faculty-student-administration efforts, and subject to Board approval, to determine its own pattern of internal governance, including the question of student participation, providing that it is approved in a referendum by 75 percent of the student body who vote in the election, 75 percent of full-time members of the instructional staff, and recommended by the President.

(d) To initiate two joint faculty-student-administration commissions, one on University Governance, and one on

Admissions Policy, with instructions to recommend changes at the University level, suggest guidelines for University policy, and to make recommendations directly to the Board no later than October 1, 1969.

e. Relations with Other Institutions

Toward the City University's intent to cooperate in efforts to encourage broader planning among public and private institutions in New York City, the University in its 1969 revision of the 1968 Master Plan states:

(1) The City University recognizes the importance of a coordinated, comprehensive approach to statewide planning and meets on a regular basis with the State Education Department, the State University of New York, and representatives of the private institutions. This formal arrangement has increased the level of cooperation between the three sectors of higher education in the State in relating planning to identifiable needs.

(2) City University has agreed to join in the development of a training program for the hospital employees at the Mount Sinai Medical Center. This program is the result of an agreement between Local No. 1199 of the Drug and Hospital Workers Union and the New York League of Hospitals.

(3) City University has agreed to work in cooperation with the Manpower and Career Development Agency of the Human Resources Administration in order to reorganize and consolidate all manpower training programs sponsored by the City of New York. Eleven Regional Opportunity Centers, located in

officially designated poverty areas, are planned. Each community college will be responsible for the design and implementation of the educational program in the Center located in their area. The educational program will be closely coordinated with vocational training and will emphasize basic literacy training, high school equivalency, and college preparation.

(4) Units of the University have been utilizing community resources in an effort to provide field experience for students. The School Psychology Graduate Program of Brooklyn College has established relationships with hospitals and clinics in the surrounding area, thus providing field experience for graduate students. Borough of Manhattan Community College has entered into cooperative relationships with the American Association of Advertising Agencies to prepare students, particularly those from minority groups, to enter the advertising field.

(5) The University has also provided training and instruction for various city employees' agencies as well as New York City residents. City College, for example, has provided instruction in handling domestic situations for a limited number of members of the New York City Police Department through the Psychology Graduate Program. In addition, training in Spanish was provided by the Department of Romance Languages. Kingsborough Community College offers, in cooperation with the Small Business Administration, small business workshops to resi-

dents of central Brooklyn. In the Fall of 1968, the Borough of Manhattan Community College introduced four courses under the Independent Study Program for Continuing Education administered by the State University of New York in Albany.

(6) Need for tutoring services in City high schools has brought about a mutually beneficial relationship between Hunter College and City high schools near it. Students preparing to teach in secondary schools have helped both themselves and high school students in their service as tutors in such areas as reading and mathematics.

(7) As another joint effort, City University, the Board of Education and the Department of Social Service have sponsored the Public Service Careers Program. Borough of Manhattan, New York City Community, and Bronx Community colleges participate in the program. Borough of Manhattan has admitted 115 graduates into the program during the 1968-69 academic year, and it is planned that the College will incorporate the program into the Regional Opportunity Centers where the academic component of the program will continue to be conducted. The College also participates in a special degree program to train 120,000 Federal employees working in the metropolitan area for managerial and sub-managerial positions. New York City Community College and the Borough of Manhattan Community College serve 100 Social Service Case Aides employed at the Department of Social Service and work with the Board of Education in the Para-professional Teacher Education Program which serves 300 students.

f. Curricular Expansion at

(1) Senior Colleges

As a part of the process of identifying and adjusting to trends and needs through 1975 as they apply to curricular planning in the senior colleges, the following programs have been introduced:

(a) Brooklyn College - An interdepartmental program for the study of urban life; Bachelor of Music program; Master of Music program; Bachelor and Master of Fine Arts programs.

(b) City College - Master's program in Theatre; Bachelor of Science in Computer Science; six-year program in Architecture.

(c) Queens College - Joint Program in Theatre-Dance; Oceanography; a joint college program with City College; study abroad.

(2) Community Colleges

The following progress is noted in the expansion of curricula in the community colleges:

(a) Bronx Community College - Plastics Technology; Bilingual College-level program; Pre-entrance Remediation and Orientation program.

(b) Kingsborough Community College - Community and Mental Health Technology; Medical Records Clerk program; Education Associate program; Recreation Supervision program; non-credit remedial courses; non-credit programs for adults.

(c) Borough of Manhattan Community College - Associate or Applied Science Program in Medical Health Technology; Independent Study Program for Continuing Education in association with the State University.

(d) New York City Community College - Child Care; Reading and Study Skills Center; Mathematics Laboratory; Biological Sciences; Audio-Tutorial Laboratory; Program for Mechanical Technologists; Multiple Dwelling and Housing Maintenance Code program; Industrial Fields Service Management program; Heating Ventilation and Air Conditioning; Management of Opthalmic Dispensing; Hospital Food Supervisory program.

(e) Queensborough Community College - Basic Educational Skills program; Remediation Institute for Remediation Specialists and College Teachers.

(f) Staten Island Community College - Child Care; Community Scholars program.

g. Improvement of Instruction

Consistent with its statement on page 117 of its 1968 Master Plan, to the effect that emphasis through 1972 is to be placed on the use of educational technology and provision for individual differences, City University reports in the 1969 revision of its document that the following progress has been made at the following institutions:

(a) Baruch College - Team Teaching; Computer Instruction.

(b) Bronx Community College - Instructional Television Center; audio-tutorial equipment in the Library.

(c) Brooklyn College - Tutorial and Independent Study; Computer Instruction; Chronology Laboratory.

(d) City College - Accelerated B.A. - M.A.; Closed-Circuit T.V.

(e) John Jay College - Committee on Educational Objectives in Teaching Methods.

(f) Lehman College - Interdisciplinary "Advanced Studies Tutorial."

(g) Borough of Manhattan Community College - Orientation Program for Probation Students.

(h) New York City Community College - Educational Television Center; Medical Laboratory; Tutorial Center; Mathematics Laboratory; Speech Electronic Laboratory; Foreign Language Electronic Laboratory.

(i) Queens College - Scientific Data Systems; Four-Year B.A.-M.A. Interdisciplinary Major; Special Studies; Honors Program; Interdisciplinary Studies.

(j) Queensborough Community College - Language Laboratory.

(k) Richmond College - Intensive Study Communes.

(l) York College - Experimental Baccalaureate program.

h. Library Resources

Within the framework of objectives 1-10 for Library Planning found on pages 126 and 127 of its 1968 Master Plan, City University reports the following progress:

(1) The University has appointed the first University Dean of Libraries who began his duties in July, 1969.

(2) The Council of Chief Librarians of the City University has submitted to the University a quantitative formula defining minimum standards for collection size and goals, included on page 66 of the 1969 Interim Revision. Each of the libraries of City University will appraise its collection in terms of the new formula. The Council has also examined space and staffing needs in an effort to recommend space guidelines and standards for space allocation and has accepted as a goal a ratio of three support staff members to each professional librarian.

(3) The collection of the Graduate Center library has increased from 18,000 to more than 27,000 volumes. The Graduate Center library does not intend to duplicate the extensive collections in Humanities and the Social Sciences at the Senior Colleges, and, therefore, will rely heavily on inter-library loans and techniques to facilitate these loans. It is affiliated with NYSILL (New York State Inter-Library Loan) and is a member of METRO (Metropolitan Reference and Research Library Agency).

(4) Hunter College and the Borough of Manhattan and New York City Community Colleges hold memberships in METRO. Lehman College's application for membership is being processed and Baruch College expects to apply within the current budget year.

i. Expansion of Research Activities

With regard to expansion of research activities, the University reports in its 1969 revision that:

(1) The Health Services Mobility Study, a one-year study sponsored by the City University, has as its overall objective the linkage of occupational mobility needs and hospital manpower needs to the educational system. This will be done by developing a cooperative City University Health Services Administration Program so that health services workers can progress in educational and career lines.

(2) Brooklyn College has established the Center for Migration Studies. The Center offers an interdisciplinary graduate program designed to explore the various aspects of recent and past migration to New York City and throughout the country.

(3) Lehman College has made the following affiliations: with the New York Botanical Garden and the City University to offer a doctoral program in Biology with specialization in Botany; with the Sarah Lawrence College Center for Continuing Education to develop programs for teachers of remedial reading.

(4) The Graduate Division is currently reviewing the work of the eight social science-related research institutes based at the Graduate Center in an effort to reorganize them. A thorough study is also underway to determine the problem areas in which research institutes could most beneficially be established. A Master Plan for Research Institutes is

presently being prepared by the Graduate Division and will be available in Spring, 1969.

j. More Effective Faculty Recruitment and Retention

The University reaffirms its commitment to increasing fringe benefits and improving the overall attractiveness of the institution, and reports the following progress toward more effective faculty recruitment and retention:

(1) Since the issuance of the 1968 Master Plan, a comprehensive dental insurance plan has been instituted for all full-time faculty.

(2) Soon to be implemented is an increase in major medical coverage to $50,000 for those in service and $20,000 for retirees.

k. Extended Community Service Programs

As noted in the 1968 Master Plan, "The City University plans, through its research, educational service, and construction programs, to play an active role in the betterment of the City." Progress made toward community service includes the following:

(1) At the January, 1969, meeting the Board of Higher Education resolved that the Brooklyn School of General Studies establish an Education Center at the Fort Hamilton Army Base to provide college-level programs of instruction for non-matriculated students creditable toward a baccalaureate degree.

(2) A program begun in Fall, 1969, by the School of General Studies at Brooklyn College provides an intensive integrated course of study leading to the baccalaureate degree for adult students who have been away from formal education for

several years. Admission is based on interest, motivation, and potential. Thirty-five students are enrolled.

(3) City College has provided recreational and cultural activities for the community. Activities include a free concert, theatrical productions, and a summer of recreational activities for neighborhood youngsters. The College has given an exhibit of works by Black artists. Additionally, the Speech Clinic has treated children with speech problems.

(4) During the summer and the academic year Queens College works with tenth through twelfth grade students with college potential and a record of under achievement in Project Upward Bound. At present, 70 students participate in the program. Thirty graduates of the program are attending college, five at Queens College.

The above by no means constitutes a complete listing of all of the programs extended by the units of the University to the New York City community. Additional new service programs have been included in the City University section of this report under such categories as Needs of Minority Youth and Relations with Other Institutions.

1. Facilities Development

The following progress is reported by the City University in the 1969 revision in the area of Facilities Development:

(1) Significant strides have been made in the last year in the meeting and overcoming of two major obstacles identified in the 1968 Master Plan: the lack of appropriate planning procedures, and the difficulty of finding sites for new insti-

tutions. The details of facilities planning for the City University are reported in Section 4 of Part II under the captioned heading "Facilities."

(2) Sites have been approved during the last year for the new campuses at York and Richmond Colleges and for the Borough of Manhattan Community College. In addition, a city-owned site has been made available for a major expansion of Hunter College. Existing buildings have been, or are about to be, acquired or altered for the interim needs of Baruch College and York College.

(3) The architect planners hired for each college to assist in developing its space program and to prepare a master building plan for the college have reached the point of producing specific facilities plans for most of the colleges. The Master Plan for Lehman College has been submitted and adopted by the Board of Higher Education.

(4) Plans have been finished and bids will be received in June, 1969, for the new $45 million Bronx Community College complex and for academic and plaza buildings for Brooklyn College.

m. Financing Long-Term Growth

No information was submitted on this subject in the original 1969 Interim Revision. On September 10, 1969, the Board of Higher Education adopted an amendment to the Interim Revision which is discussed in the next section of this Progress Report.

THE REGENTS POSITION ON CITY UNIVERSITY'S MAJOR RECOMMENDATIONS

The Regents commend the City University on its progress during the year and hope that such orderly growth will continue to characterize its development. In terms of the magnitude of the problems facing the institution, the wide and varied programs and services offered, and the practical problems of financial aid and availability of facilities, the Governing Board, administrators, faculty and students have reason to feel a sense of justifiable accomplishment.

Special comment must be made concerning the need for detailed factual information to support budget requests and planning documents under the terms of Chapter 173 of the laws of 1969. It will be exceedingly important for the University to direct attention to the strengthening of an information system that will provide the necessary data base for decisions that must be made, not only by the administration and the Governing Board, but by the Office of the Mayor, the Regents, and the Governor concerning future growth and development of the University.

2. What Responses Has the City University Made to the Regents Priority Concerns?

a. Financing Higher Education

The Board of Higher Education adopted the following amendment to its 1969 Interim Revision and has submitted it for inclusion in the Regents Progress Report.

> In its 1968 Master Plan, the Board of Higher Education stated its belief, " . . . that the City of New York should continue to provide substantial support for the City University both because of tradition and in order to maintain the benefits of tuition-free education. However, it also believes that the long-range planning must take into account the substantial funds required to finance the University's Master Plan and the City's declining ability to provide them. In reviewing future financial plans, the Board of Higher Education looks to the State to assume a larger share of the cost of the University's senior college and graduate programs while the City should continue to provide funds to finance continuation of its free tuition policy."
>
> The fiscal crisis confronting the City University continues unabated. The Mayor's Executive Budget for the City University of New York for 1969-70 reduced the University's approved budget by $10.6 million for "emergency underspending." About $3 million of this amount was restored by the City Council and Board of Estimate, but the University has had to increase student fees and limit new faculty appointments to other than professorial positions in order to meet the still remaining budget gap.
>
> State legislation, passed during the 1969 session, further aggravated the University's fiscal problems. Prior to the passage of this legislation, the University received State funds in advance of the fiscal year and on the basis of expected expenditure levels. Under the new legislation, the State reimburses the University at the end of specified periods of time on the basis of expenditures actually made. Since in past years the City has not permitted the University its full budget allocation, the impact of this change in State legislation will result in a reduction of the State Aid portion of the University's budget below the level that heretofore prevailed. As a result, the University may not have sufficient funds to finance its operating budget for 1969-70.
>
> The Board of Higher Education, again, reiterates its concern that the University's Master Plan cannot be imple-

mented unless there is a change in the method of financing the University.

A number of studies in recent years have pointed to the deleterious effect that the City budget has had on the University's operations through its evaluation of the University's budget on a line-item basis. Considerable progress has been made this past year. The City budget office has entered into a flexibility arrangement with the City University under which the University will have discretion in the allocation of the total funds made available to it by the City of New York. Under the agreement, the University's budget is funded on the basis of formulae agreed upon between the University and the City budget office, but once the total funds are determined, the UNIVERSITY has discretion in the allocation of the amounts. The agreement will be tested on an experimental basis in the fiscal years 1969-70 and 1970-71 and will be adjusted on the basis of the experience gained during these two years.

THE REGENTS POSITION ON CITY UNIVERSITY'S FINANCING HIGHER EDUCATION

The Regents are aware of the long-standing difficulties experienced by the City University in its dealings with the City Governmental Agencies. They are pleased to hear that some progress has been made toward alleviating the annual crisis of budget preparation. They do not believe that the recently passed legislation, Chapter 173 of the laws of 1969, will necessarily operate to the detriment of the City University. The law places a clear responsibility on the mayor of the City to certify the expenditures which he will make on behalf of the City University from tax levy funds, and mandates that the State match these funds. If there are reductions subsequent to the preparation of the budget, it is clearly the mayor who must bear the full onus for any such action. Further discussion of these problems may be found in the section dealing with the Regents amendments to their 1968 Plan.

In addition, the City University has amended its Interim Revision by submitting the following statement on Student Financial Aid.

The City University is committed to the principle that New York City's high school graduates should not be inhibited from seeking a higher education because they lack financial resources. As a means of fulfilling this commitment, it is university policy to pursue aggressively all sources of state and federal funding that are available to provide matching funds from its own resources to the fullest extent possible in order to maximize federal and state funding. The University is further committed to the establishment of a soundly managed financial aid program that is designed to meet the needs of its students effectively, consistently, and equitably.

Towards these ends the University has under way or is planning a series of major undertakings. These include:

1. Establishment of a uniform comprehensive needs analysis system that will provide for meaningful evaluation of the needs of the disadvantaged student and will be applied equitably and consistently throughout the University.

2. Establishment of a standard financial aid application form that utilizes data already collected through the admissions process and minimizes the demand on the student for additional data.

3. Submission of a single financial aid application to the federal government in lieu of individual college applications as a means of facilitating transfer of funds within the University, thus providing for optimal use of funds.

4. Establishment of a centralized procedure for collection of student loans that will satisfy federal requirements for due diligence with minimal financial and administrative burden on the University.

5. Establishment of standards relative to qualifications of a student aid officer, and optimal organization and staffing patterns along with such training as is necessary to insure to all students throughout the University a consistently high quality of professional assistance in assessing and seeking to meet their needs for financial aid.

THE REGENTS POSITION ON CITY UNIVERSITY'S STUDENT AID

The Regents are pleased to receive a statement on student financial aid from the City University. The development of the administrative structure for the student aid program is always a difficult problem, as is the establishment of an accounting system capable of accommodating the large variety of income and expenditure categories.

b. Manpower Needs-Health Sciences

In the 1968 Statewide Plan, in the section on manpower needs in the Health Sciences, the Regents cited their clear responsibility to insure that the higher education system serve the needs not only of the individual student but also of society and its economy.

City University's responses to manpower needs in Nursing include the following:

(1) In September, 1969, the Mt. Sinai Hospital School of Nursing will become the Mt. Sinai School of Nursing of the City College of New York and will offer a four-year program leading to a Bachelor of Science degree. It is expected that the first freshman class will consist of 75 students.

(2) Mount Sinai School of Nursing presently enrolls high school students (from minority communities) in a remedial program on Saturday mornings. Achievement and personality tests are given in order to determine the extent of individual guidance needed by these students. This program continues through the students' junior and senior years in high school. It also includes summer employment for many of the students.

(3) Hunter College enables licensed practical nurses to become registered nurses within 17 months of additional training by means of a work study program. During this period they are employed by the Department of Hospitals at full pay.

(4) In the Fall of 1968 the Department of Nursing Education at Hunter College began "Project OPEN" which is aimed at minority group students who wish to enter the nursing profession.

(5) In the Fall of 1968 Kingsborough Community College began a program for those already employed in hospitals. This program provides extensive remediation for applicants with academic deficiencies. It allows credit toward the Associate

degree in Nursing to those who do well on the State Nursing Proficiency Examination.

(6) New York City Community College has enrolled an estimated 1,000 students, 40 percent of whom are practical nurses in an evening session nursing program. Also, the College has increased its enrollment in the day session.

In manpower needs in Dentistry, the University reports that no plans are projected as yet for the City University School of Dentistry mentioned in its 1968 Master Plan. However, Mt. Sinai Medical Center does intend to consider at the earliest opportunity possible the development of a degree program in dentistry.

In manpower needs in Medicine, the Regents said in their 1968 Statewide Plan: "A number of trends and developments suggest that demands on the existing 12 schools of medicine in the State probably will be greater than available figures indicate." City University's response includes the following:

(1) The Mt. Sinai School of Medicine during its first year of operation achieved its enrollment goal. Total enrollment for 1969-70 is projected at 160. Upon completion of the Annenberg Building expected in 1972 each entering class will be increased to a minimum of 100.

(2) The Mt. Sinai Post-Graduate School of Medicine in 1968 offered 51 continuing education courses for medical practitioners with a total registration of 548.

In manpower needs in Engineering, the Regents in their Statewide Plan called for vigorous efforts to develop engineering at the City University. No specific response is included in the Interim Revision.

In manpower needs in Social Work, the Regents pointed out the need for further developments in programs in Social Work in both four-year and two-year colleges and the need to attract more students to the field on the lower rungs of a "career ladder." New York City Community College and the Borough of Manhattan Community College are at present serving 100 Social Service Case Aides who are employed by the Department of Social Service.

THE REGENTS POSITION ON CITY UNIVERSITY'S MANPOWER

1. Inasmuch as it was not possible to open Community College VIII in 1969 as was planned, all references to progress predicated on its opening must be disregarded.

2. The Regents express deep concern about the decision of the Board of Higher Education to cut back the nursing program at Brooklyn College. While the Regents understand the reasons for this action and acknowledge the prerogative of the Board to make decisions according to local conditions, the circumstances indicate that the Board should review its program planning procedures. The Regents expect that whenever approval is given to initiate a program, it is without term unless so specified. A more exhaustive planning analysis will be demanded in order that similar situations do not occur in the future.

The Regents note that their previously extended approval for the establishment of a baccalaureate program in Nursing at City College has been implemented through the incorporation of the Mt. Sinai School of Nursing. This action is a positive step towards the improvement of nursing education by increasing the supply of potential faculty for diploma and certificate programs. The suggested development of a master's program at the institution will require, of course, a level of planning which is much more intensive and detailed.

3. Concerning possible development of a City University School of Dentistry at Mt. Sinai, any specific plans should await and be coordinated with a study of statewide needs for dental education being initiated by the Regents.

4. Progress in Medical Education, as reported on pages 42 and 48 of the Interim Revision is noted and applauded.

c. Higher Education Opportunity

In its section on Higher Education Opportunity, the Regents in their 1968 Statewide Plan acknowledged that the concentration of the deprived in the urban centers had placed greater demands upon institutions situated in and near the State's major cities. They called upon all institutions, however, to intensify their planning efforts and to expand their educational opportunity programs. Also, they recommend that each college and university in an urban community be encouraged to reserve for the disadvantaged a percentage of non-residential freshman places approximately equal to the percentage of the urban community designated as disadvantaged.

The City University's response, as reported in its 1969 Revision of the Master Plan, includes the following:

(1) As of Fall, 1968, enrollment in the SEEK Program in the senior colleges had reached 2,600 matriculated students.

(2) The College Discovery Program at the Community Colleges admitted over 800 additional students in the Fall of 1968 to bring total enrollment to about 1,300. This exceeds the goal of 1,200 stated in the 1968 Master Plan.

(3) The Educational Skills Centers or Urban Centers are another component of the University's plan to offer admission to 100 percent of New York City high school graduates. In the 1968-69 year 2,600 different students will participate in courses at these centers.

(4) The 100 Scholars program which began in the Fall of 1968, and which will be in full operation by the Fall of 1969, admitted 100 students this past Fall.

(5) It is projected that the total enrollment of full-time day session students will increase to nearly 71,600 at the senior colleges by 1975, from the 1968 level of 48,800. More than 80 percent of this increase will be attributable to the broadening of opportunity for post-high school baccalaureate study.

(6) It is anticipated that 200 students from poverty areas will participate in the Educational Opportunity Program at Brooklyn College in the summer of 1969. According to need, some students will pay tuition and some will receive financial help.

(7) Lehman College plans to offer a summer tutorial program in academic areas for students from minority areas in the Bronx.

THE REGENTS POSITION ON CITY UNIVERSITY'S HIGHER EDUCATION OPPORTUNITY

Although the City University operates the largest and most comprehensive program in the nation designed to extend educational opportunity to persons previously denied access because of cultural or educational deprivation, the magnitude of the challenge of the numbers not yet served requires continued creativity and ingenuity to enlarge the opportunities within the constraints of the resources available.

d. Teaching

In the section on Teaching in the 1968 Statewide Plan, the Regents encouraged experimental and innovative approaches toward upgrading the quality and effectiveness of teaching in disadvantaged areas. They also encourage the development of formal programs of teacher preparation for the inner city. The City

University's response, reported in the 1969 Revision of its Master Plan, includes the following:

(1) Newly formed Bernard Baruch College offers programs in Teacher Education, Accounting and Business Practices, Distributive Education, and Stenography and Typewriting. Student teachers have all been placed.

(2) Brooklyn College plans to inaugurate a training group for the Fall of 1969, which will assist graduates and undergraduates to prepare for teaching in inner-city schools. Emphasis of the program is on attitudes, perceptions, and inter-personal skills.

(3) The Brooklyn College School of General Studies gives special assistance to adults with baccalaureate degrees, but without requisite professional courses, to obtain teaching certification.

(4) Brooklyn College has a program for Spanish-speaking adults who have two or more years of collegiate study in Spanish-speaking universities. This program ranges from intensive study of English as a second language through seminar courses in the College's Department of Education.

In addition to the above, the College also operates a graduate program to prepare teachers in disadvantaged areas. The course work and field experience enable graduate students to apply multiple disciplinary approaches to the problems of the urban schools. The College offers a program for teachers of Spanish-speaking children. Here they study intensively the learning problems of the bilingual child.

They apply their study in field work and in their classrooms.

(5) In September of 1969, City College will introduce a new program in teacher education emphasizing field experience in schools from the freshman to senior years.

(6) Hunter College is involving its faculty in the re-designing of programs for teacher candidates with emphasis on understanding and participating in the urban community.

(7) Lehman College has increased its emphasis on the human relations experience of its undergraduate and graduate students in order to assist them in dealing with negative feelings in their teaching-learning experiences. It has also developed a multi-disciplinary approach to the problems of urban schools; it has increased emphasis on the development of para-professionals, and on training in preparation for decentralization of the New York City public school system.

(8) York College gives particular attention to the cultural interests and contributions of Afro-American and Spanish-speaking groups.

Courses in Black and Hispanic studies, as well as workshop seminars in community education relationships, will be given to prospective teachers.

(9) Beginning in the Fall of 1969, prospective teachers at York College will spend part of their sophomore, junior, and senior years in the public schools in the surrounding community. Some pedagogical courses will be taught in the public schools.

(10) The Department of Education, in cooperation with the School of General Studies, has instituted a program to enable Spanish-speaking students to continue their education through the baccalaureate degree and certification to the master's degree.

(11) In response to 1968 Master Plan priorities, the Community Colleges have sponsored the development of para-professional programs. Many of these involve the career ladder approach and many operate in cooperation with senior colleges of the University.

THE REGENTS POSITION ON CITY UNIVERSITY'S TEACHING

The preparation of teachers for the City's schools has always been one of the City University's primary functions, and it is gratifying to see the speed with which it adapts its programs to the changing needs of the urban society. The emphasis on introducing Hispanic and African history and culture into the curricula, while maintaining the traditional disciplines, is particularly appropriate to the mission of the University at this time.

e. Interinstitutional Cooperation

In its Interinstitutional Cooperation section of the 1968 Statewide Plan, the Regents encouraged institutions to foster cooperative arrangements with regard to academic programs, library collections, computer capabilities, specialized technical facilities, educational television, and other areas of potential economies. The City University's response is as follows:

(1) City University has agreed to join in the development of a training program for hospital employees at the Mount Sinai Medical Center.

(2) City College is installing a closed-circuit T.V. system which will link the College with other units of City University, initially for graduate instruction in Physics.

(3) Lehman College has affiliated with the New York Botanical Gardens and the Graduate Center to offer a doctoral program in the biological sciences.

(4) Lehman College has joined with Sarah Lawrence College Center for Continuing Education to develop programs for teachers of remedial reading.

(5) Committees representing Mt. Sinai School of Medicine and the Hunter College Institute of Health Sciences, have been working closely together to develop the Institute's academic policies and programs.

(6) The Graduate Center of the University has undertaken the "Loyalist Papers" project, sponsored jointly by City University, the University of New Brunswick and the Institute for United States Studies of the University of London.

(7) Two urban centers were opened, under contract with the State University of New York, one in Harlem and one in Bedford-Stuyvesant, to provide career-oriented training with supplementary academic training.

(8) In the past year, City University has been meeting on a regular basis with the State Education Department, the State University and representatives of the private institutions, in order to facilitate a coordinated, comprehensive approach to statewide planning, and to increase the level of cooperation among the three sectors in relating planning to identifiable needs.

THE REGENTS POSITION ON CITY UNIVERSITY'S INTERINSTITUTIONAL COOPERATION

The Regents note with regret that most of the items reported on cooperative ventures are restricted to cooperation among the various units of the City University itself. It is hoped that the University's interest in enlarged cooperative arrangements with other institutions will meet with increasing success.

f. Continuing Education

The Regents in the 1968 Statewide Plan recommended that each institution independently and in cooperation with other institutions develop, as a part of its planning and budgeting process, plans for continuing education consonant with its own strengths and purposes. The response of the City University in its 1969 Revision includes the following:

(1) The adult continuing education program at Queens College, which in the Spring of 1969 enrolled 877 adults, provides an opportunity for carefully selected adults to matriculate for a baccalaureate degree with advanced standing.

(2) In addition to its regular continuing education program, Kingsborough Community College offers off-campus free courses in cooperation with community agencies. Courses have included Decentralization and Local Communities, Law for the Layman, and a Colloquium in Urban Problems.

(3) Under Title I of the Higher Education Act, the Office of Continuing Education is planning a project with the Williamsburg Community Corporation and, in association with other units of Kingsborough Community College, has used a grant from the Hebrew Culture Foundation to inaugurate the

teaching of Hebrew and Jewish culture. The College has also been offering this past year various special programs for adults in the disadvantaged communities, including the Merchandise Training Program and Education Associates Program.

(4) In addition to para-professional programs in teacher education, New York City Community College offers new programs in child care, nursing, and various vocational technical skills for adults.

(5) In the Fall of 1968, Staten Island Community College began its Non-Credit Continuing Education Program, which is primarily intended to encourage adults to enter degree programs in the evening session.

(6) Programs offered by the Community Colleges in educational para-professional associate degree preparation, described on page 46 of the 1969 Revision of City University's Master Plan, involving a career ladder approach, are also a part of its Continuing Education Program.

THE REGENTS POSITION ON CITY UNIVERSITY'S CONTINUING EDUCATION

The City University has long had difficulty in financing continuing education programs, and the somewhat sparse number of responses indicated are a reflection of this. The Regents hope that a result of the new planning and budgeting requirements imposed on the City University under the terms of Chapter 173 of the laws of 1969 will be a broader extension and better definition of the University's role in this area of concern.

g. College and University Governance

The Regents in their 1968 Statewide Plan challenged each institution to involve all members of the academic community in the rethinking and self-analysis of the goals and objectives of the institution and the methods necessary to achieve such goals and objectives. In response, the University reports the following:

(1) The faculty of Baruch College has created a Committee on Institutional Governance composed equally of faculty and students to insure the participation of all constituents of the College in the academic decision-making process.

(2) A new student council at John Jay College of Criminal Justice meets on a regular schedule, with an announced agenda, and is open to all students; it has the right to send representation to faculty meetings, and to discuss items on the agenda.

(3) As the result of a free election in Fall, 1968, City College has made certain changes in its institutional governance, including the creation of a strong Faculty Senate, a Graduate Student Council, an Office of the Ombudsman and a Tri-Partite Policy Council.

(4) Further efforts made by the Board of Higher Education in response to this area of priority concern are described in detail in items three and four on pages 86-88.

(5) In an amendment submitted on September 10, 1969, the University has raised an interesting question on the role of faculty involvement when it enjoys collective bargaining

rights. A major issue, as yet to be tested, is whether or not the traditional role of the faculty will be altered as a result of the introduction of collective bargaining to the university campus. Faculty members have in the past shared governance and administration. They are, in a legal sense, employees, but in that the Board has delegated to the faculty, subject to Board review, the right to appoint, reappoint or discharge, and promote themselves, faculty members are also agents of the Board. Thus, in a sense, they are employees and employer at the same time.

The next several years' experience under faculty collective bargaining will provide indications whether collective bargaining will alter the traditional role of the faculty, or, of equal significance, whether it will be the faculty who will alter the traditional concept of collective bargaining. Whatever the outcome, it is certain that these developments will be closely watched by university faculty and administrators throughout the United States.

THE REGENTS POSITION ON CITY UNIVERSITY'S COLLEGE AND UNIVERSITY GOVERNANCE

The City University has moved rapidly to broaden the representation of all segments of the community in the governing process. The Regents share the concern of the City University over the effects of collective bargaining on the future role of the faculty, and will be assessing these effects over the near future.

h. Two-Year Colleges

The community colleges have, in the past year, made progress such as that described in the preceding section on City University

Progress on Major Recommendations, in the Regents priority areas of Manpower Needs, Higher Education Opportunity, Teaching, Inter-institutional Cooperation, and Continuing Education.

The number of high school graduates admitted to the community colleges, due to budgetary limitations, was only 16 percent of the 1968 graduating class; a goal of 19 percent had been set. In spite of budget-imposed restrictions, however, the number of students who transfer to senior colleges increases annually; by 1975 the number should reach 7,000.

The Office of Institutional Research of the Division of Teacher Education this year completed a study of the degree of academic success experienced by, and the amount of academic credits received by, community college transferees to the senior colleges. Partially as a result of this, the Board of Higher Education resolved that all holders of the Associate in Arts degree should be granted 64 academic credits toward the baccalaureate degree upon transfer to a senior college; that the holder of an Associate degree should not be required to earn more than 128 credits toward the B.A. degree unless he changes his major course of study, or lacks prerequisites in his major field; and that the high school record of the holder of an Associate degree is not to be reviewed upon transfer to a senior college.

However, as the University approaches its 100 percent admissions goal, a certain trend toward re-evaluation of the relationship of the community colleges to the senior colleges, to determine the role of the community college in the City and within the University, has developed. Early in the year, the Board of Higher Education resolved that a study should be prepared as soon as possible investigating the relationship between the community colleges and the senior colleges, and the whole subject of the future development of the community colleges. At the same time, the decision was made to replace Community College VII, in the Bedford-Stuyvesant area, with a four-year professional college. However, this college is to offer both career and transfer associate degrees.

Community College VIII was, unfortunately, not sufficiently developed in its planning to open in the Fall, 1969, as originally intended. It is hoped that it can accept students in the Fall, 1970.

THE REGENTS POSITION ON CITY UNIVERSITY'S TWO YEAR COLLEGES

1. The Regents are distressed that the City University was unable to achieve its goal of offering admission to 19 percent of the 1968 graduating class. This three percent reduction which was forced by budgetary and space limitations is most unfortunate.

2. As noted in Part 3, Amendments to the Master Plan, the Regents have deferred approving the conversion of Community College VII into a professional college.

3. The progress made on facilitating transfer is noted and it is hoped that further gains may be achieved.

4. Community College VIII requires additional justification before it may be considered for 1970. The approval extended by the Regents for this institution effective in 1969 is being reviewed as additional information is received.

i. Libraries

In the section on Libraries in the 1968 Statewide Plan, the Regents recommended that each college and university continue to build a strong library program to support its objectives and goals. The Regents encourage giving particular attention to the development of adequate resources on each campus and working in conjunction with other institutions, and that each institution of higher education be an active member of the Reference and Research Library Resource System and make full use of statewide library services. The City University in its response to the Regents Concern for Libraries reports that:

(1) The first University Dean of Libraries has been appointed.

(2) The Council of Chief Librarians has submitted to the University a quantitative formula defining minimum standards for collection size goals. Each of the libraries of City University will appraise its collection in terms of the new formula.

(3) The Council of Chief Librarians has also examined space and staffing needs in an effort to recommend space guidelines and specific staffing ratio goals.

(4) The Graduate Center Library collection, although it has increased to about 27,000 volumes, will not duplicate the extensive collections, especially in the humanities and the social sciences at the senior colleges. The Graduate Center Library will rely heavily on inter-library loans and technology to facilitate these loans.

(5) Hunter College, Borough of Manhattan Community College and New York City Community College are members of METRO. METRO is a corporation funded by State Library Funds, chartered by the Board of Regents, based on the New York Public Library. Lehman College and Baruch College have applied for membership in METRO.

(6) The Mount Sinai School of Medicine during 1968-69 established a new academic Department of Medical Library Science. A Professor of Library Science and a Chairman of the Department have been appointed. They are expected to work closely with the Council of Chief Librarians.

THE REGENTS POSITION ON CITY UNIVERSITY'S LIBRARIES

The Regents are pleased that the University has proceeded with its plans to name a University Dean for Libraries and that, in one year, a report has been submitted providing a quantitative formula for the appraisal of collections and acquisitions. The report apparently recommends staffing ratios and space guidelines as well. The Regents are hopeful that the work of the City University in this area will be of assistance in developing similar formulae for use throughout the State. They applaud the decision to utilize other existing resources rather than to attempt a massive build-up of the Graduate Center collection, and urge the speedy affiliation with METRO of all colleges in the system.

The reference to the establishment of a Department of Medical Library Science at the Mt. Sinai School of Medicine is interesting, and the Regents would appreciate additional information on this development.

j. Innovation

In its 1968 Statewide Plan, the Regents recommended that all institutions investigate the applicability of new technological devices designed to assist in instruction, such as multi-institutional systems of computer assisted instruction, in order to provide greater opportunities for individual instruction and study. The City University of New York's response to this recommendation is as follows:

(1) Baruch College makes use of team teaching and, as of Fall, 1969, will utilize computerized instruction (CAI).

(2) Bronx Community College has an Instructional Television Center and is utilizing audio-tutorial equipment in its library.

(3) Brooklyn College, as of Fall, 1969, will utilize Computer Assisted Instruction.

(4) At City College there is being installed a closed-circuit television system which will link City College with other units of the University, initially for graduate instruction in Physics.

(5) Queens College, as of February, 1969, offered Computer Assisted Instruction.

(6) As of September, 1969, Richmond College will utilize intensive study communes.

(7) New York City Community College uses an Educational Television Center with all of its curriculums, has developed a mathematic laboratory, a speech electronic laboratory, and a foreign language electronic laboratory.

(8) Queensborough Community College has developed a language laboratory.

THE REGENTS POSITION ON CITY UNIVERSITY'S INNOVATION

The Regents encourage the City University particularly to continue the development of the closed circuit television and computer assisted instruction networks with which it is working. The size of the University as well as the comparative physical proximity of its components makes it especially valuable as a test area for these new technologies which are so important for future statewide needs.

3. What Amendments Does the City University of New York Propose to Its Master Plan?

The following underlined changes in its Master Plan are proposed by the City University in its 1969 Progress Report. Brackets represent deletions.

a. Enrollment Projections

(1) In the 1969 Revision of the Master Plan, Chapter 2, Section II, Table 2-12 (Baruch College) has been amended to reflect revised enrollment projections, as follows:

College	Actual 1964	Actual 1967	1968	1969	1970	1971	1972	1973	1974	1975
Baruch	2,482	2,508	2,627	2,700	3,400	3,600	3,800	4,100	4,700	5,300

(2) It has amended Chapter 2, Section 12, Table 2-16 (John Jay College) to present new enrollment projections (complete revision; projections re-computed and refined). The original table 2-16, p. 30, 1968 Master Plan was as shown below:

Table 2-16, Undergraduate Enrollment, John Jay College of Criminal Justice Actual 1967 and Projected 1968-1975

Year (1)	Part-time Non-Matric (2)	Part-Time Matric (3)	Recruits (4)	Full-Time Matric (5)	Total Students (6)	Total (FTE)[a] (7)
1967	842	979	35	180	2,036	970
1968	800	1,040	900	400	3,140	1,620
1969	1,700	1,550	900	600	4,750	2,485
1970	2,750	1,875	900	800	6,325	3,320
1971	3,400	2,475	900	900	7,675	4,000
1972	3,950	3,175	900	1,000	9,025	4,685
1973	3,800	4,375	900	1,100	10,175	5,275
1974	3,650	5,475	900	1,200	11,225	5,815
1975	3,500	6,275	900	1,200	11,875	6,120

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[a] Full-time equivalent enrollment based upon students taking an average of fifteen credits per semester.

The revised table, which is Table 7 in the 1969 Revision, is as shown below:

Table 7, Undergraduate Enrollment, John Jay College of Criminal Justice Actual 1968 and Projected 1969-1975[a]

Year	Part-Time[b]	Full-Time	Recruits[c]	Total Head-Count[d]	Total Full-Time Equivalent[d]
(1)	(2)	(3)	(4)	(5)	(6)
1968	1,704	323	-	2,207	1,175
1969	2,360	523	900	3,783	2,063
1970	3,735	623	900	5,258	2,850
1971	4,985	823	900	6,608	3,675
1972	6,185	1,000	900	8,085	4,452
1973	7,185	1,100	900	9,185	5,052
1974	8,135	1,200	900	10,235	5,627
1975	8,985	1,200	900	11,085	6,052

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[a] Projections in Master Plan, 1968, Table 2-16, have been recomputed and refined. Undergraduate enrollment for 1968 was held at the level of 1967 because space required for expansion was not available.

[b] To compute full-time equivalent, each part-time figure is multiplied by ½.

[c] To compute full-time equivalent, each recruit figure is multiplied by 6/15.

[d] Revised from 1968 Master Plan.

(3) In the 1969 Revision, Chapter 2, Section II, Table 2-12 (York College) has been amended to reflect revised 1968 enrollment, as follows:

College	Actual 1964	Actual 1967	1968	1969	1970	1971	1972	1973	1974	1975
York	----	371	925	1,250	1,500	2,000	3,000	4,000	5,000	5,000

(4) Chapter 2, Section 9, Table 2-7 (Bronx Community College) has been amended to reflect revised enrollment projections, as below:

(5) Chapter 2, Section 9, Table 2-7 (Kingsborough Community College) has been amended to reflect revised enrollment projections, as below:

(6) Chapter 2, Section 9, Table 2-7 (New York City Community College) has been amended to reflect revised enrollment projections, as follows:

College (1)	1968 (2)	1969 (3)	1970 (4)	1971 (5)	1972 (6)	1973 (7)	1974 (8)	1975 (9)
Bronx Community College	2,759	3,600	4,000	4,000	4,700	5,400	5,600	5,600
Kingsborough Community College								
Manhattan Beach	1,798	2,450	3,100	3,700	4,400	5,200	6,000	6,000
Mid-Brooklyn	568	550	550					
New York City Community College	4,323	4,200	4,300	4,400	4,700	5,000	5,100	5,200

(7) Chapter 2, Section 14, Table 2-19 (Graduate Enrollment) has been amended to take into account projected increase in doctoral programs in teacher education, full and part-time, as follows:

Year	Doctoral Students (Full and Part-Time)
1967	1,196
1968	1,300
1969	1,600
1970	1,900
1971	2,460
1972	2,690
1973	3,020
1974	3,350
1975	4,070

(8) Chapter 2, Section 8, Table 2-3 (College Discovery Program) has been amended by adding footnote:

"[d] Does not include Prong II regular admissions",

for College Discovery Column 1969-1975.

(9) Chapter 2, Section 9, Table 2-5 (College Discovery and Total Columns) has been amended as shown below:

Year	Regular Admission	College Discovery	Total
1968	18,400	1,200	19,600
1969	21,800	1,900	23,700
1970	25,300	2,400	27,700
1971	28,600	2,900	31,500
1972	31,900	3,400	35,300
1973	35,500	3,900	39,400
1974	39,200	4,400	43,600
1975	43,100	4,900[b]	48,000[b]

Regents Position - All amended enrollment projections are APPROVED.

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[b] Includes College Development and Discovery Prong II Students.

The following amendments to the text of the 1968 Master Plan are proposed by the City University. Original sections are single spaced, regular type; amendments are single spaced and underlined; deletions are indicated by brackets.

b. College Extension Programs for Local Communities

Chapter 11, Section 7 has been amended after the first paragraph on page 163 by adding a new section 8.

7. Cultural Activities

A second major objective of cultural affairs programs is to establish or to maintain the college as a cultural center for the surrounding community while providing a creative outlet for the talents of students and faculty. Through attendance at college programs, the public is able to appreciate the intellectual and educational functions of the college. Such programs also provide the college with another avenue of reaching into the community.

8. Extension Centers

In order to meet the rising demand for college services in areas of Queens, which suffer from inadequate public transportation, and where the population is not sufficiently large enough to warrant a community college, several units of the University plan to expand its program into these areas by opening Extension Centers on an experimental basis.

These centers will offer adult and continuing education courses, remedial programs in reading, writing, mathematics and speech, in addition to vocationally oriented programs which would enable the unemployed to obtain minimal skills necessary for job entry. The colleges will also offer college credit courses, to those residents interested in degree programs.

Regents Position - APPROVED

c. Part-Time Day Enrollment

Chapter 2, Section 13 on page 31 has been amended by adding at the end of the last paragraph at the bottom of the page:

Several colleges, notably Queens and the Borough of Manhattan plan to substantially increase the number of part-time students who will attend classes during the day. These students are among a growing number of persons who are employed in governmental agencies and private industry, who cannot attend college on a full-time basis, and who cannot enroll in Evening Division programs because of their working hours. This is an effort on the part of these colleges to meet the need for professional personnel required for a corporate city.

Regents Position - APPROVED

d. The City University Faculty Welfare Trustees

Chapter 10, Section 2, on page 148 has been amended by revising the first paragraph as follows:

> The Faculty Welfare Fund, supported by City funds, provides additional benefits to faculty members after a specified waiting period. The waiting period, however, does not apply to life insurance for faculty on tenure-bearing lines.
>
> Each faculty member receives:
>
> A $10,000 term life insurance policy in addition to existing death benefits available under the retirement system.
>
> Disability insurance providing income while incapacitated due to illness or accident.
>
> Major medical insurance designed to pay for medical and hospital expenses that exceed the maximum benefits available under the health insurance discussed above.

Regents Position - APPROVED

e. Amendments Relative to Teacher Education

(1) Chapter 3, Section 2, has been amended by adding at the end of the second paragraph:

An Expanded Commitment to Urban School Systems

2. Growing Complexity of Demands

The public school systems of metropolitan areas, and of New York City in particular, are urgently seeking solutions to their multiple problems. The University plans to assist these efforts by (a) establishing new paths of educational opportunity especially geared to the needs of minority groups of the population, and (b) helping to develop flexible systems of school organization and administration which will more effectively meet the requirements of all school children, and (c) contributing to the development of individualized instructional programs and curricula through the integration of human and non-human (technological) instructional resources.

Regents Position - APPROVED

(2) Chapter 3, Section 5, has been amended by adding at the end of sub-paragraph 1c.:

5. A Definition of University Mission

c. Special programs to prepare liberal arts graduates without prior professional preparation to teach, including programs for students with special experiences relevant to disadvantaged populations (for example, Peace Corps veterans).

Regents Position - APPROVED

(3) Chapter 3, Section 5, has been amended by adding at the end of paragraph 2:

2. To improve the quality of programs of teacher education by placing increased emphasis on field experience, more effective cooperation with the school systems, and the wider use of modern educational technology. Field experiences should provide for the active participation of students and faculty in significant programs for community improvement consistent with the aims of community agencies.

Regents Position - APPROVED

(4) Chapter 3, Section 5, has been amended by adding, after paragraph 4:

"5. To provide for the continual evaluation of teacher education curricula involving both education and non-education faculty, undergraduate and graduate students in teacher education, and members of the schools and local communities."

Regents Position - APPROVED

(5) Chapter 3, Section 6, has been amended by adding after paragraph 6:

"7. A number of places in the College would be reserved for the admission of students sponsored by local civic leaders, business enterprises and other agencies interested in the development of the area. The 'sponsored scholars' would be screened and selected by a committee on special admissions composed jointly of University, school and community representatives, who may use their discretion in waiving some of the academic criteria for student admissions."

"8. The College would help to develop new models of learning in the setting of the ghetto environment by providing residence facilities for a limited number of students together with a complement of teacher-counselors."

(This amendment has the effect of providing additional avenues of admission to the Harlem experimental College of Education and Community Service.)

Regents Position - APPROVED

(6) Chapter 3, Section 7, has been amended by adding at the end of the fourth paragraph:

7. Planned New Teacher Education Programs at the Senior Colleges

New programs of concentration peculiar to urban education are also planned. At several of the colleges, greater emphasis will be placed on early childhood education and special education of the physically, mentally and emotionally handicapped children.

Expanded curricula are proposed for advanced degrees in response to demonstrated needs for well-trained professionals for research, the new technologies, and administrative positions.

Regents Position - APPROVED

(7) Chapter 3, Section 9, has been amended by substituting, in the first paragraph, third line.

9. Strengthening Education through Community Service

The service to the community of which para-professional training constitutes an innovative sector will be complemented by the research and other training resources that the University has available. With the proposed reorganization of the public school system [a local unit] local units of the City University can offer services to the local school boards in terms of sponsoring conferences, seminars, workshops and institutes to help the members of the board become knowledgeable in the areas of educational decision-making and policy determination in order that they may fulfill their responsibilities and exercise dynamic and effective leadership. These could be organized by college personnel on behalf of the local school boards on an ad hoc or continuing basis.

Regents Position - APPROVED

(8) Chapter 3, Section 10, first paragraph, third line, has been amended by revising the sentence beginning with "Plans are well advanced..." follows:

10. Doctoral Programs in Education

The need for college instructors, research specialists and others in positions of educational leadership calls for the development of a doctoral level program and an expansion and reorganization of research activities. Plans are well advanced to initiate [doctoral programs in education leading to the degree of Doctor of Education (Ed.D.), beginning in 1969] a doctoral program in Educational Psychology, leading to the Ph.D. degree, beginning in 1969. Additional programs leading to the degree of Doctor of Education (Ed.D.) will be introduced in succeeding years in the areas of Educational Administration (1970), Curriculum and Instruction (1971), and Social and Philosophical Foundations of Education (1972). The doctorate in education is a professional degree similar to that in law or medicine. It will be awarded by the City University to qualified candidates who demonstrate excellence of scholarship and capacity for professional leadership in the field of education.

Regents Position - APPROVED

(9) Chapter 3, Section 10, third paragraph, has been amended by revising as follows:

[An Institute for the Advanced Study of Education (I.A.S.E.) may be] A Center for Advanced Study in Education (C.A.S.E.) has been established within the Division of Teacher Education, [If established, the Institute would provide] providing a focal point for all research projects [, both sponsored and otherwise,] related to the doctoral programs in education. A number of [doctoral study centers] research institutes will be organized under the aegis of the [Institute]

Center for Advanced Study, each devoted primarily to a major problem area in education requiring theoretical and applied research. Examples of such areas include: the planning and administration of urban school systems; the development and application of educational technology and information science; the construction of models for innovation in curriculum and instruction; the development and assessment of models of human learning; the analysis of education as an investment in human resources; the comparative study of educational systems and programs; and the requirements of pupil personnel services with emphasis on psychological and guidance services. Depending on the availability of research facilities and instructional resources in each selected area, a doctoral study center may be affiliated with one or more of the senior colleges of the University or attached directly to the [I.A.S.E.] C.A.S.E. The organizational structure would be flexible enough to keep the advantages of centralization and at the same time obtain the fullest utilization of the resources of the individual colleges.

Regents Position - APPROVED

(10) Chapter 3, Section 10, fourth paragraph, has been amended by revising as follows:

[Highest priority should be accorded to the organization of study centers such as a Center for the Planning and Administration of Urban School Systems; a Center for Educational Psychology; including educational technology and information science; and a Center for the Development of Curriculum and Instruction.] A large number of potential resources now exist within the University and its colleges for research and experimentation in the field of education. The number of staff with experience and competence in research methods, the increasing availability of computers and other laboratory equipment, the existence of educational clinics at several colleges, and the designation of a number of campus-affiliated schools (besides the Hunter College Elementary School and the Hunter College High School), all point to the possibility of greater utilization of these resources for research and experimentation to the advantage of both the University itself and the community-at-large. "Highest priority should be accorded to the establishment of an educational technology laboratory, for research, experimentation and demonstration in the integrated use of human and non-human resources for the improvement of learning and instructional process."

Regents Position - APPROVED

(11) Chapter 3, Section 11, (Reorganization for More Effective Teaching) paragraph d, has been amended revising entire paragraph as follows:

d. Provisions for Doctoral Programs -- [Some restructuring of graduate instructional and research facilities existing at the various colleges will be necessary in connection with the initiation of doctoral programs in education as proposed above. In this connection it is envisaged that *ad hoc* and standing committees, both university-wide and at the college level, will need to be established. An *ad hoc* University Committee on Doctoral Programs in Education is currently at work in defining the general objectives, structural patterns and criteria for establishing priorities in the introduction of doctoral programs in education.] Although the Division of Teacher Education maintains administrative and budgetary responsibility for the operation of all doctoral programs in education, certain modifications have been effected in the structure and functions of the Graduate Faculty Council which will facilitate the approval of specific curricula leading to the Ph.D. or Ed.D. degree.

Regents Position - APPROVED

(12) Chapter 3, Section 11, paragraph e, has been amended by changing the heading to read:

"Reorganization for Research and Development."

Regents Position - APPROVED

f. Amendment to Establish a College of Professional Studies

A major policy decision enunciated in the 1968 Master Plan, was the University's commitment towards increasing educational opportunity in higher education for disadvantaged youth... "and to do so on a scale that can have meaningful impact on the minority community." As a major step in implementing this policy and as a result of a report submitted to the Board of Higher Education by the Committee to Review the Structure of the Community Colleges, the Board at its meeting of January 27, 1969, passed the following resolution:

RESOLVED, That the Board of Higher Education approve the establishment of an experimental four-year college of professional studies to be located in the Bedford-Stuyvesant area of Brooklyn; and be it further

RESOLVED, That upon approval by the Regents of the establishment of the college of professional studies it is the intention of the Board of Higher Education to rescind Calendar No. C8 of the Board of Higher Education meeting on November 27, 1967, which established Community College VII, since said Community College VII will be replaced by the experimental four-year college of professional studies herewith contemplated; and be it further

RESOLVED, That the College of professional studies shall offer both career and transfer associate degrees and the baccalaureate degree in specific professional areas; and be it further

RESOLVED, That the Master Plan of the City University of New York be amended accordingly and submitted to the Regents for approval and that the Chancellor be authorized to take whatever action is necessary to seek approval of City and State officials for the establishment of the college of professional studies as herein approved.

With respect to the above resolution the following resolution was adopted:

RESOLVED, That the Administrative Council recommend to the Board of Higher Education approval of the resolutions proposed in the report of the Committee to Review the Structure of the Community Colleges and also recommends that the Board adopt the following resolution:

RESOLVED, That a study of the future development of the community colleges and their relationships to the senior colleges of The City University of New York shall be prepared for presentation to the Board of Higher Education as soon as possible and that until such report has been received and considered by the Board, no additional professional colleges not now called for in the Master Plan, with the exception of the Bedford-Stuyvesant College, shall be established.

Regents Position - DEFERRED

The Regents defer action at this time. Approximately two years ago, City University proposed that a two-year institution identified as Community College VII be established in the Bedford-Stuyvesant Area as a part of the City University educational system and as a component of the Community College system of the State. It is now being recommended that the nature of the institution be changed to a four-year program, but a detailed explanation as to the reason for this change is not included in support of the proposal. There is no indication of the effect upon the State's two-year system nor are any of the basic studies related to the four-year institution made available.

As the recommendation stands, the conversion from a two-year to four-year institution would contradict the State University policy on the growth of an existing institution and calls at least for an explanation of this shift.

As a part of this action, a resolution is included calling for a study of future development of community colleges and their relationship to the senior colleges, and the major implications of this question, both for this institution and for the whole structure of the City University, suggest that action should be delayed until a study of the two-year college movement sponsored by the Regents and others, soon to be available, has been analyzed.

g. Amendment to the 1968 Master Plan Adopted by the Board of Higher Education at its Meeting of May 26, 1969

Amend item 5 of Table 12-2, which appears in Chapter 12, page 169 of the 1968 Master Plan, in order that items listed under Lehman College can be deleted and replaced with the following:

Renovation of Existing Buildings	Actual or Estimated Gross Area (Sq. Ft.)		Estimated Construction Cost
Gillet Hall	95,277		1,203,900
Davis Hall	97,746		1,816,100
Student Hall	98,428		1,399,100
College Union (Old Gym)	92,500		1,682,500
Shuster Hall	96,072		1,149,900
Art Department (Old Library)	47,092		812,100
Sub-Total, Renovations		$ 8,063,700	
New Building Construction			
Cafeteria Addition (Student Hall)	21,800		1,016,900
Bookstore (College Union)	20,000		651,200
Gymnasium	162,200		5,986,900
Music & Auditorium	107,736		4,361,100
Library	125,800		4,772,700
Speech & Theater	81,100		3,059,700
Academic & Science	183,000		6,802,900
Central Plant	3,000		964,400
Sub-Total, New Building Construction		27,615,800	

Site Work

Entry Drive, Entrance Plaza Oval		704,300
Tunnels & Locker Areas		1,164,700
Roads, Paths, Parking, Shuster Entrance		247,000
Athletic Fields		475,000
Utilities Distribution (Heating, Cooling, Electric) and Site Lighting		944,000
Site Lighting, Street Furniture and Miscellaneous		150,000
Sub-Total, Sitework	$ 3,685,000	
Total Budget	$39,364,500	

The following resolution was approved by the Board at its May 26, 1969, meeting:

RESOLVED, That Table 12-2 of the 1968 Master Plan of the Board of Higher Education be modified to delete the tentatively listed facilities under Item 5, Lehman College, and in place thereof include the facilities indicated in the aforesaid March, 1969 Lehman College Master Plan Report.

The 1968 Master Plan indicated that "City University has embarked on implementation of a policy of master planning for each of its institutions. Utilizing the advice of a professional advisory committee, and following intensive interviews, the University has selected twelve architect/planner teams after an extensive search. Each of these teams has been assigned to develop a total architectural concept for a single campus. Their assignments range from institutions still in the site selection stage to the oldest establishments needing study of partial replacement as well as expansion of facilities. These architect/planner teams have direct and continuing contact with the president and faculty of the institution they are studying."

A specific campus development plan for Lehman College has now been completed by the architect/planner firm under the direction of the University and in concert with the College.

The Master Plan for Lehman College anticipates a growth of student population from its present 5,599 full-time equivalent day enrollment to 9,045 in 1975. The present campus was designed for 3,500 students and now serves 5,500. The Plan proposes 704,636 gross square feet of new construction, plus substantial renovation in the 544,163 gross square feet in existing buildings (527,065 square feet after renovations). Carman Hall, now under construction, will add 218,709 gross square feet to the above, providing a total development of 1,450,410 gross square feet.

The Plan provides relief from overcrowding and the upgrading of facilities to meet rapidly changing research techniques and teaching methods. It also recognizes the need for adequate parking, for the designation of future faculty and student housing sites. (sic) Of most pressing importance are those facilities which are essential to a healthy educational institution today--those which will provide a wholeness to the life of students and faculty alike. Those goals focus on the interrelationship of the academic and social life on campus: Physical Education/Recreation; Library/Lounges; Dining Facilities/Student Activities; Theater Workshop/Auditorium; Fine Arts/Gallery.

The solution builds on the positive values of the existing campus. The quality of its open spaces is preserved where most appropriate, such as the North Lawn, and improved where potentials are not realized, such as the mid-campus Oval with its unusable, anachronistic formal gateway. The stiff symmetry of the original 1925 Master Plan gives way to a new Campus Center, more appropriate symbolically and functionally to the needs of the years ahead. Through radical shaping of the land, new spaces are inherited and new uses encouraged. Through reassignment of building uses, a new heart of campus social life is developed, with the north campus reserved for physical education and the southern areas for academic facilities.

New land acquisition is not proposed. The Plan does hinge, however, on the closing of one lightly travelled boundary street. This not only provides necessary area for expansion but becomes the key to linking Lehman College with the Bronx Community College. It provides both institutions with access to a joint-use auditorium, and creates the public gateway from both rapid transit and surface transportation systems.

Architectural planning is scheduled to begin in June, 1969, with construction to be completed by the end of 1975. The cost of construction, calculated as of January, 1969, is estimated at $39,364,500.

The recommended plan provides an appropriate initial step prior to the detailed planning of individual physical facilities for the Lehman Campus and the Board's acceptance, in principle, of this overall plan is recommended in order that specific steps toward its implementation may proceed.

Regents Position - DEFERRED

The Regents defer action at this time on the proposal to amend item 5 of Table 12-2 of the 1968 City University Master Plan. The provisions of Chapter 173 of the laws of 1969 as they relate to capital programs are under study, and the Regents must await resolution of the terms of the law before either approving or disapproving.

Presented in an appendix to amendments to the 1968 Master Plan of the City University Interim Revision were two resolutions:

ARTICULATION OF COMMUNITY COLLEGE TRANSFER PROGRAMS WITH SENIOR COLLEGE PROGRAMS

At its meeting of April 28, 1969, the Board of Higher Education adopted the following resolutions:

RESOLVED, That the present Committee be encouraged to examine other facets of articulation and to make a report to the Administrative Council at their discretion concerning topics such as the nursing articulation policy (Board of Higher Education Resolution, January 22, 1968, Calendar Number C8) and the transfer of pre-engineering students to the senior college.

RESOLVED, That the high school records of Associate Arts degree recipients from City University Community Colleges shall not be reviewed by the Senior College upon transfer to the junior year.

Regents Position - APPROVED

4. What New Programs and Services Does the City University Propose?

The new programs, approved by the New York City Board of Higher Education and submitted for approval to the Board of Regents, as presented in the 1969 Revision of the City University's Master Plan, are listed below. The Regents action taken on these programs is noted in column three. Background material upon which the Regents based their action is on file in the State Education Department.[1] Regents action has been taken in two broad categories: (a) Academic Programs and (b) Capital.

a. Academic Programs

An academic program is one which is designed and operated for the primary purpose of enabling students to meet, wholly or in part, the requirements for the granting of a degree on a particular level in a particular subject area. A complete listing of all academic programs at the City University may be found in Appendix B.

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[1] For this year, Regents approval is based on the fact that information on new programs was received before the effective date of Chapter 173 of the laws of 1969 (June 30, 1969), or on meeting of all requirements under the new law.

Table 1, Proposed New Academic Programs to be offered at City University of New York

College (1)	Academic Programs (2)	Regents Position (3)	Date Of Approval By Board Of Higher Education (4)
Brooklyn College	M.A. in Anthropology	Approved	June, 1969
	B.A. Interdisciplinary Major in Sub-Saharan Studies	Approved	June, 1969
City College	New Undergraduate Curricula: three divisions--Social Sciences, Humanities, Natural Science	Approved	June, 1968
	M.A. in Comparative Literature	Approved	June, 1968
	M.A. in Theatre	Approved	June, 1968
	M.A. in Romance Languages	Approved	June, 1968
	M. Arch. in Architecture	Approved	June, 1968
	M.S.Ed. in Educational Research	Approved	June, 1968
	M.S.Ed. in Social, Historical, Philosophical Foundations of Education	Approved	June, 1968
	M.S.Ed. in Training of Teachers of the Emotionally Disturbed	Approved	June, 1968
	Adv. Cert. in Program Specialist in Educational Research	Approved	June, 1968
	B.S. Experimental Program in Teacher Education	Approved	June, 1969
	4 year B.S.-M.A. in Mathematics	Approved	June, 1969
	4 year B.A.-M.A. in English	Approved	June, 1969

Table 1 Continued

College (1)	Academic Programs (2)	Regents Position (3)	Date Of Approval By Board Of Higher Education (4)
Hunter College	B.A. in English Language Arts	Approved	June, 1969
	B.A. in Urban Studies Interdisciplinary Major/Minor Concentration	Approved	June, 1969
	Interdisciplinary Certificates Program: Economics and Business Education	Approved	June, 1969
	Experimental Honors Program	Approved	June, 1969
	Certificate Program in Economics and Business Education	Approved	June, 1969
Hunter College Institute Of Health Sciences	B.S. in Community Health Education	Approved	June, 1969
	B.S. in Medical Computer Science	Approved	June, 1969
	B.S. in Medical Records Administration	Approved	June, 1969
	B.S. in Nuclear Medicine Therapy	Approved	June, 1969
	B.S. in Physical Therapy	Approved	June, 1969
John Jay College	B.A. in the Humanities	Approved	April, 1969
	M.A. in Psychology	Approved	April, 1969
	Ethnic Studies Sequence	Approved	July, 1969
Lehman College	M.A. in History	Approved	June, 1969
	M.A. in Art	Approved	April, 1969
	M.A. in Fine Arts	Approved	April, 1969
	M.S. for the Preparation of Teachers of Children with Learning Disabilities	Approved	June, 1969
	B.S. in Physics	Approved	June, 1969
	Experimental Baccalaureate Curriculum	Approved	June, 1969

Table 1 Continued

College	Academic Programs	Regents Position	Date Of Approval By Board Of Higher Education
(1)	(2)	(3)	(4)
Queens College	B.A. in Music	Approved	December, 1968
	M.A. in Art and Art History	Approved	December, 1968
	M.A. in Communication Theory and Media	Approved	December, 1968
	4 year B.A.-M.A. in Anthropology	Approved	February, 1969
Richmond College	M.A. in English	Approved	April, 1969
	M.A. in History	Approved	April, 1969
York College	B.A. in Teacher Preparation	Approved	December, 1968
Borough of Manhattan	A.A.S. in Mental Health Technology	Approved	December, 1968
Bronx Community College	A.A.S. in Educational Associate Transfer Program	Approved	June, 1969
	A.A. Afro-American Studies Curriculum	Approved	July, 1969
	A.A. Puerto Rican Studies Curriculum	Approved	July, 1969
Community College No. VIII	A.A. or A.S. in Liberal Arts and Sciences	Approved	December, 1968
	A.A.S. in Secretarial Science (Executive or Medical Options)	Approved	December, 1968
	A.S. in Medical Laboratory	Approved	December, 1968
	A.A.S. in Child Care	Approved	December, 1968
New York Community College	A.A.S. in Industrial Production Technology	Approved	June, 1969
	A.A.S. in Civil Technology	Approved	June, 1969

Table 1 Continued

College (1)	Academic Programs (2)	Regents Position (3)	Date Of Approval By Board Of Higher Education (4)
Staten Island Community College	A.A.S. in Child Care	Approved	April, 1969
	A.A.S. in Orthopedic Assistant	Approved	June, 1969
Mount Sinai School of Graduate Studies	Ph.D. in Biomedical Sciences	Approved	June, 1969
Graduate Division	M.A. in Germanic Languages and Literature	Approved	June, 1969
	Ph.D. in Educational Psychology	Approved	June, 1969
	Ph.D. in Anthropology	Approved	June, 1969
	Ph.D. in Linguistics	Approved	June, 1969

b. Capital Programs (Projects)

A capital program (project) is one which is estimated to cost more than $100,000, and which by law must be included in the Master Plan or annual revision thereto, and upon approval by the Regents, must be submitted for gubernatorial approval.

Table 2, Proposed New Capital Programs (Projects) at City University of New York

College (1)	Capital Program (Project) (2)	Regents Position (3)
See page 133, item g		

Section 3, The Progress Report of Private Colleges and Universities

The Regents Statewide Plan for Higher Education, 1968 stated that "The Regents welcome the growing involvement by the private sector in the planning process. Recognizing the important and complementary relationship of private and public institutions, the Regents will encourage measures to bring the private institutions into a full role in the planning process and equal representation with the public institutions in plans and other statewide planning documents." During this past year, on many occasions one or more representatives of the Commission on Independent Colleges and niversities, the spokesman for the private sector, have met with representatives of the State Department of Education and of State University and City University to discuss the planning process and the efforts to produce a more comprehensive and coordinated plan for all of higher education in the State. The Commission has appreciated these opportunities and is anxious to increase its involvement in planning, as is desired both by the Regents and the Governor in accordance with the legislative mandate of 1961.

The private sector of higher education has recognized its responsibility in this respect for some years. In the job description drawn up by the Commission for the employment of its first full-time director, the new executive was assigned responsibility for developing an annual composite report, for transmission to the Regents as well as to the Commission, "indicating the total planning being carried on by the independent institutions of the State."

The Commission's own recognition of this responsibility was underscored by the report of the Bundy Committee, which urged that the Commission be regarded as the "responsible source of planning information on the private sector for the use of the Regents, just as the State and City Universities are presently so regarded with respect to the public sector." The Bundy Committee further proposed that the Commission should be the source of a "third master plan" comparable to the master plans prepared by the State University and the City University since 1964.

Although the private colleges and universities have always recognized their unique relationship to the Board of Regents resulting from their historic membership in the University of the State of New York, they have appreciated over the years the restraint with which the Regents exercised the extensive powers in law which they possessed over the private sector. At the same time, the private colleges and universities have zealously guarded their independence and autonomy, which have been traditionally regarded as one of the great strengths of private institutions in America's dual system of higher education.

New York not only has more private institutions than any other state; it also has greater variety in the control, organization, nature, and objectives of the institutions constituting the private sector. This fact, of course, makes "master planning" for the private sector much more complex and difficult than similar planning for the public sector, indeed, in the opinion of many leaders of private higher education, actually impossible to the same extent as is expected of the State University and the City University. Nevertheless, on the part of the majority of the private institutions, especially the general purpose institutions which share common patterns of organization and similar educational objectives, there is a genuine desire to plan cooperatively both among the private institutions and between them and the public institutions, in order to strengthen the total fabric of New York's higher education and to meet more effectively the increasingly heavy demands which society places on colleges and universities.

The private sector endorses wholeheartedly the Regents' Goals for Education Beyond the High School, first adopted in the *1964 Statewide Plan* and reaffirmed in the *1968 Plan* (page 106). This endorsement of the Regents' goals includes support for No. 6, regarding the "expansion and strengthening of State University of New York and City University of New York to enable each to take a position of leadership among the nation's public universities, plus a comparable effort directed to the community colleges to round out the system of public higher education." There is a growing appreciation among educators, legislators, and the citizenry as a whole of the role of both the public and the private sectors if the needs of New York State are to be met effectively, and there is increasing cooperation between and among institutions in both sectors, some of which is outlined below.

As evidence of this spirit of public-private cooperation in higher education in New York, it should be pointed out that the Commission on Independent Colleges and Universities is itself a subsidiary body of the Association of Colleges and Universities of the State of New York, which enrolls as members both public and private institutions; that no private institution can be member of the Commission unless it first becomes a member of the Association; that the Commission's budget is subject to approval by the Association's Executive Committee; and that in legislative matters in recent years, higher education has spoken as one voice. Even in the crucial matter of the Bundy legislation, the efforts of the private sector had the active support of Chancellor Gould of the State University. The gravity of the problems facing higher education in this state and throughout the nation dictate the importance of unity. Under the leadership of the Regents and the concept of the University of the State of New York, it is clear that the future will bring even greater cooperation and coordination between the private and the public institutions.

Undoubtedly, however, there will always be a measure of competition, not only between the public and private sectors but also among the separate institutions constituting the two sectors. It is gratifying, therefore, that the Regents in the 1968 Plan specifically promise "help to resolve any conflicts of policy arising with respect to jurisdiction, program expansion and State funding between the State University, the City University and the private institutions of higher education;" and that they further promise encouragement and assistance to the private institutions "so the needs of the private sector may be taken fully into account in the development of the Statewide Plan."

The president of the Commission has undertaken to prepare this report on the private sector for the Regents' progress report for 1969. It is in no sense a "third master plan" to be compared with the master plans for State University and City University. Even were staff for planning available to the Commission comparable to the planning staffs for the two segments of the public sector, it would be unrealistic at this time to expect a coordinated plan similar to those of the State University and the City University. The public segments have centralized administrations with legal control over their various branches. The Commission is a voluntary association of the private institutions, with no power over its members even to compel the supplying of data, let alone the control of expansion and the response to the needs of higher education in the State.

In time, as the private sector further increases the cooperation now becoming effective, as its various member institutions learn to place the common good ahead of the good as seen by the individual institution, and as the process of coordinated planning within the Commission and in cooperation with the public sector and the State Education Department develops, there is no doubt that the plans submitted by the Commission to the Regents may represent true coordinated planning.

The information which follows, however, represents merely a sum of individual responses to the needs of higher education in the State. The data are compiled from official reports of the State Education Department plus information from a series of questionnaires completed by the Commission members.

1. What progress have the private colleges and universities made on their 1968 major recommendations?

Since the concept of coordinated planning within sectors, and the preparation of master plans and of interval-year progress reports is a new one this year for the private institutions, no progress in terms of 1968 recommendations for the private sector can be said to exist.

The report prepared by the President of the Commission on Independent Colleges and Universities, however, includes considerable highly significant progress per se, within the following categories: (1) enrollment, (2) degrees awarded, (3) facilities, (4) faculty, (5) programs, and (6) finances.

Contained in the following section, then, are indicators of progress being made by the private sector as stated by the President of the Commission on Independent Colleges and Universities.

a. Enrollment

(1) Total

In 1968 the private sector enrolled 46 percent of the State's total enrollment. This percentage has been decreasing annually as the state university and the community colleges have expanded in recent years.

(2) Part-time

(a) In 1968, the public sector already enrolled approximately fifty percent more part-time students than did the private sector. At the baccalaureate level, however, part-time students were about equal in both sectors, with the public sector enrolling only five percent more. The State Department of Education estimates a slight annual increase in part-time baccalaureate students in the private sector and a slight decrease in the public sector so that by 1975, the private sector will enroll about one-eighth more part-time baccalaureate students.

(b) At the graduate and professional level, there were almost half again as many part-time students enrolled in the private institutions in 1968 as were enrolled in the public ones. About 1974, the public sector is expected to exceed the enrollment of the private sector, and by 1975, to exceed it by about one-seventh.

(c) The major thrust of the public sector in part-time students, vis-a-vis the private sector, is at the associate degree, or community college level. Already, the public sector enrolls almost sixty times as many part-time students; by 1975 it may well enroll over one hundred times as many part-time students.

(3) Full-time

(a) This predominance of the public sector in the two-year college field must also be appreciated in comparing public-private enrollments of full-time students. Full-time enrollment in the public two-year colleges in 1968 was 76,667 compared to only 5,900 in the private two-year colleges. Department estimates project 1975 enrollments at 142,900 to 8,800.

(b) In the five-year period, 1964 through 1968, full-time enrollment increased from 160,188 to 210,592, or 31 percent. In this same period, the public institutions increased from 130,255 to 210,919, or 62 percent, just double the rate of the private institutions. But here it is the two-year enrollment which accounts primarily for this dramatic increase, doubling from 38,703 to 76,697. At the baccalaureate level, the increase in the public sector over the five-year period was from 85,541 to 118,879, or 39 percent. For the private sector, the comparable figures were 127,039 to 171,350, or 35 percent. In terms of numbers of full-time baccalaureate students, therefore the private sector added 44,310 to the public sector's 33,338, or one-third more students.

(c) At the graduate and professional level, the five-year increase for the public sector was from 6,011 to 11,921, or 98 percent; for the private sector, from 28,012 to 37,338, or 33 percent. In terms of actual students the private sector enrolled three quarters more additional students in 1968 than in 1964, 9,326 compared to 5,910 more for the public sector.

(d) The predominance of the private sector in serving sheer numbers of full-time graduate and professional students will continue through the next decade. In 1980, the estimates of the Department reported above show, at that time, the private institutions will enroll 57,000 compared to 54,400 in public institutions.

(4) General

(a) It should be emphasized that the private sector is moving ahead with confidence and courage to increase its enrollments, programs, and services. In the fall of 1969, two new senior liberal arts colleges admitted their first students, into the freshman class only. Eisenhower College opened its doors to 303 full-time students and Kirkland College to 172. In the fall of 1971, their enrollments will be approximately four times as large.

(b) Several small church-related two-year colleges have closed their doors during this past year, recognizing the necessity of quality that seemed beyond their grasp. There may be a few other small institutions which in the coming years may decide that it is better to close than to try to limp along on finances too limited to sustain a quality educational program. It is likely, moreover, that some of the smaller institutions will merge to give them added strength and greater potential for service to higher education in the State.

(c) The establishment in recent years of branch campuses of Adelphi University and Long Island University to serve the growing population in Suffolk County: the now independent Dowling College, enrolling over one thousand full-time students, and Southhampton College, enrolling over fifteen hundred full-time students, should be noted. Suburban branches of Pace College in Westchester County and of New York Institute of Technology in Nassau County, enrolling approximately 900 and 2,400 full-time students, respectively, are other examples in recent years of the response of the private sector to meeting the expanding needs for educational opportunity and to providing the student with a greater free choice of institutions. Utica College of Syracuse University, with a full-time enrollment of approximately 1,700, is another such example.

(d) In a different category should be mentioned the private institutions which in recent years have built whole new campuses to better serve the people of New York. Particularly at this time of rising costs, this has required, as has been pointed out, courage and confidence. The financial assistance of the New York State Dormitory Authority has, of course, made these moves possible, and the private sector here acknowledges its gratitude and appreciation to the Authority and to the vision and dedication to higher education of those who conceived, established, and now administer the Authority. Three institutions in particular should be mentioned in this connection: Skidmore College, Ithaca College, and the Rochester Institute of Technology. The new $50,000,000 Rochester Institute of Technology Campus was just dedicated in the spring of 1969, and is an especially noteworthy example of the determination of the private sector to render ever more effective educational and allied services. And though relocation and construction of new campuses is the most dramatic evidence of the dynamic quality of the private sector, there is no private campus in the state where construction is not in progress or recently been in progress with the new buildings completed and now in use. Details on the extent of such expansion are set forth elsewhere in this section.

It is the responsibility of the state to insure some freedom of choice for the student as between institutions - between public and private, large or small, complex or specialized, church related or independent, urban or rural, rigorous in standards or less demanding intellectually. New York State is blessed by the diversity of its private institutions. It is most important that this diversity be maintained. The legislation implementing the Bundy Committee's recommendations demonstrated the State's commitment to do so and to keep the private sector strong. Continued funding of the Bundy program through annual legislative appropriations of the necessary funds is essential. If the State continues to assist the private institutions through the Bundy program of direct institutional grants, and if the Bundy Committee's additional recommendation for new contract services at the private institutions is implemented - and the private universities welcome the opportunity to serve the special educational needs of the State in this fashion - there is no doubt that New York's outstanding system of private higher education will be maintained and strengthened alongside an increasingly stronger system of public institutions, so that both together, complementing each other, and cooperating with each other, will give the State of New York the finest system of higher education in the country.

b. Degrees

(1) Statistics on degrees confirm the extent of the contribution of the private institutions to the total higher educational effort in New York State. Table I sets forth the facts.

Table I, Earned Degrees Conferred, 1967-68

Control	Bachelor's	First Professional	Master's	Doctor's	Total
(1)	(2)	(3)	(4)	(5)	(6)
City University	12,051		3,139	48	15,238
State University	11,600	530	2,974	203	15,307
Private	36,214	3,124	16,091	2,425	57,854
TOTAL	59,865	3,654	22,204	2,676	88,399
% By Private	60.5	85.4	72.5	90.6	65.4
% By Private, United States	38.6	58.2	36.4	61.3	38.7

Source: Earned Degrees Conferred: 1967-68, Part A - Summary Data* U.S. Office of Education (OE-54013 - 68 - A), May 1969

In 1967-68, the private institutions conferred almost two out of every three of the baccalaureate and higher degrees, whereas the percentage for the nation as a whole is less than two out of five. Even more significant in terms of the specialists needed for our technological society is the fact that nearly three out of four master's degrees and over nine out of ten doctor's degrees were awarded by the State's private colleges and universities. The figures in the State Education Department's planning document

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*These figures for degrees vary somewhat from figures being reported by the State Education Department. This is due to the fact that the State Department omits data for non-reporting institutions, whereas the Office of Education includes a figure for such institutions based upon past performance.

Enrollment Projections, 1968-80 suggest that in the future there will be greater balance in degree production between the public and the private sector, but that probably for at least another decade, degree production in the private sector will exceed that of the public sector, excluding, of course, the production of the two-year colleges which has been discussed above.

(2) Since the beginning of graduate work in the United States, Columbia University has awarded more earned doctor's degrees than any other American university, a total of 15,935 through 1966. This is nearly one-fourth more than the next productive university, California (all campuses), which has awarded 12,987. Cornell, with 8,060 degrees, ranked seventh, following Harvard, Wisconsin, Chicago, and Illinois in that order.

Whereas up to 1925, only Columbia, Cornell, Fordham, New York University, Rensselaer Polytechnic Institute, and Syracuse, among New York's private universities, had awarded doctor's degrees, such degrees are now awarded additionally by Adelphi, Alfred, Clarkson, the New School, New York Law School, Brooklyn Polytechnic, Rockefeller, St. Bonaventure, St. John's, Union, Rochester, and Yeshiva. In addition, the General Theological Seminary, Jewish Theological Seminary, and Union Theological Seminary have awarded doctor's degrees.[1]

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[1] American Universities and Colleges, 10th Edition, American Council on Education, 1968, pp. 1093 ff.)

c. Facilities

(1) The Office of Planning in Higher Education, State Education Department has made a comprehensive survey of facilities in use in the State's colleges and universities, and published the results in Space Inventory Report I. The inventory is the first phase of a planning study of long-range facilities needs. A full interpretation of these needs must await the completion of the three-year study. In the meantime, significant data concerning the present facilities of the private sector are indicated, some of which are set forth here.

(a) The inventory included data from all private institutions in the State except four small theological seminaries. The report states that "the response from the private institutions throughout the state was beyond expectation." These institutions hope to cooperate in equally satisfactory fashion in all surveys and planning studies undertaken by the Department. Unfortunately, the lack of any data from three major units of the State University - Buffalo, Stony Brook, and the College at Buffalo - makes comparisons between the public and private sectors too incomplete to be valid.

(b) The data show that in the fall of 1967, the private institutions had a total of 77,936,210 square feet of gross space, of which 37,440,430 square feet is for residential use. Of the total, 27,550,819 square feet, or 35 percent was constructed in the ten-year period, 1958-67. This decade of construction saw completed about 70 percent as much space as was constructed by the private sector in the previous sixty years. It is noteworthy that 85 percent of the total space is regarded as satisfactory, 12 percent in need of improvement, and only 3 percent regarded as needing demolition. The report estimates total value of the physical plant of the private sector at $2,092,701,000, of which 88 percent is owned by the institutions. This is obviously a good deal of real estate and testifies, especially the extensive new construction, as has been pointed out, to the confidence of the private sector in the future of private higher education in the State.

(2) The State Education Department was unable to furnish complete figures for total plant expansion for 1967-68. However, construction continued at a high level in that year and during 1968-69, for which year figures are also not yet available. As an example of the extensive building going on in the private sector, Columbia had $23,000,000 in buildings under construction in 1967-68, and the University of Rochester reported in the spring of 1969 that it had $110,000,000 in new buildings in various stages of construction, including $17,700,000 for a new chemistry

biology complex, and $56,000,000 for a new hospital at the medical school.

(3) The Higher Education General Information Survey reports submitted to the U.S. Office of Education for 1967-68 give data concerning actual expenditures in 1967-68 for plant additions and contemplated expenditures for 1968-69. Copies of these reports for the private sector were made available to the Commission in connection with the preparation of this progress report, but for only 65 four-year colleges and universities (excluding the seminaries and separately organized professional schools). Approximately two-thirds of these institutions engaged in major additions or improvements to their physical plants during 1967-68, and five-sixths contemplated such construction for 1968-69.

(4) The four-fifths of the private four-year institutions for which reports were available spent a total of $126,712,200 in 1967-68, including $7,200,000 for land acquisition. This figure included a total of $48,421,000 for the new campus of the Rochester Institute of Technology.

(5) A check with four major universities for which Higher Education General Information Survey reports were not available indicated that Cornell had spent $15,989,248 (excluding the contract colleges, for which another $8,237,645 had been expended); Fordham spent $11,252,062; Long Island University, $9,806,696; and the University of Rochester, $20,209,775, for a total of $57,257,779. This brings the total for 1967-68 to $183,969,979. Since data

for a number of other institutions were not available, including expenditures for the two new colleges, Eisenhower and Kirkland, it is probable that total expenditures for the private sector were in the neighborhood of $200,000,000. These figures exclude expenditures for capital equipment.

(6) For 1968-69, 55 of the institutions estimated projected expenditures for plant expansion and improvement at over $140,000,000. Since Rochester Institute of Technology planned on $5,800,000 as against expenditures reported for the preceding year in excess of $48,000,000, it can be realized that more institutions were planning significant expansion. In view of the extensive construction at the University of Rochester, it seems reasonable to expect that the total for the four universities cited above would again equal the 1967-68 figure of over $57,000,000, and that the total for the year will again be in the neighborhood of $200,000,000.

(7) These actual and proposed figures indicate that annual expenditures in the private sector are currently running ahead of those for earlier years in the 1960's. Figures on such expenditures are published by the U.S. Office of Education in its Higher Education General Information Survey 1967-68 (Schedule V, Additions to Physical Plant, OE-2300-6). Basing their figures on institutional replies, the Office of Education reports that for the five-year period, 1962-63 through 1966-67, the private institutions in New York State spent $692,260,000 for construction,

43 percent of the total of $1,594,244,000 for both public and private institutions. Of the amount expended by the private sector, $294,154,000 was for academic facilities, $213,002,000 for auxiliary facilities (residential, dining, union), $117,464,000 for land and other supporting facilities, and $67,640,000 for equipment.

(8) Projections for the next five years, 1967-68 through 1971-72, estimate expenditures by the private sector for physical plant expansion and improvement at $1,304,693,000, an increase of $612,433,000 over the preceding five-year period, or 88 percent. It might be noted that for State University, the increase is expected to be $509,290,000 (from $818,124,000 to $1,327,414,000), or 62 percent. It is estimated that of the capital expenditures of the private sector for this five-year period, $570,914,000 will go into academic facilities, $414,093,000 into auxiliary facilities, $237,707,000 into supporting facilities, and $81,979,000 into equipment. It should be noted that the proportionate increase in auxiliary facilities is slightly larger than that for academic facilities, suggesting that the private institutions plan to continue their essential residential character. It should also be noted that for the years immediately ahead, the private institutions contemplate spending on new construction at an accelerated rate, if the total of over $1.3 billion is to be reached. Efforts to cool down the economy, especially through a cutback in the construction industry, and a possible reduction in

the funds available to the private sector, either through government grants and loans, or through private fund-raising, may, of course, result in modifying downward the expansion plans for the colleges and universities.

(9) The State Education Department has made its projections of additional facilities needed in terms of assignable area, calculated on expected enrollment projections. According to the Department's estimates, the private institutions in 1975 will need a total assignable space over what they possessed in fall 1967 of 11,876 square feet. The 1967 figure was 47,632,399 square feet. This is a projected increase in assignable space of 25 percent. It is apparent that the space needs of the private institutions in the coming years are substantial. The colleges and universities are committed to providing these needed facilities, although as has been pointed out, changing conditions in the general economic condition could curtail or postpone currently planned expansion. But current and projected development campaigns to raise part of the cost of the new construction demonstrate the coordinated planning being done within the institutions. The success of these campaigns thus far testifies to realistically set goals, as well as to the confidence in the future of the private sector displayed by the corporations, foundations, alumni, and other individuals who have contributed so generously to these fund-raising efforts.

(a) The case of New York University should be cited, which surpassed its $100,000,000 goal in only three years when it was originally programmed for five, and which immediately embarked on a new five-year campaign with a goal of $222,500,000.

(b) Columbia's goal of $200,000,000, has already, in spite of all the disruptions on the campus, raised over $126,000,000 as of September 1, 1969.

(c) Pace is another outstanding example of a successful campaign. With a more modest three-year goal of $16,000,000, largely to construct a new building in one of the highest real-estate-cost-areas of New York City, as of September 1, the campaign had only $18,000 to achieve its objective.

(d) Le Moyne had raised almost 90 percent of its three-year goal of $7,000,000 in the first year of its campaign.

(e) Many other private colleges and universities are engaged in or projecting capital campaigns, from modest efforts of such small colleges as Houghton, seeking $2,000,000, and Bennett, $8,000,000 to more ambitious campaigns of such institutions as St. Francis, seeking to raise $20,000,000, and Teachers College aiming at $50,000,000.

d. Faculty

(1) Data are presented only on numbers of full-time faculty for the four-year institutions and on the average compensation

as reported in the American Association of University Professors scale. The increase in number of faculty members demonstrates the effort made to keep pace with growing enrollments and in most cases, to improve the overall quality of the instructional program. The improvement in faculty compensation demonstrates the effort of the colleges and universities, not just to keep pace with inflationary tendencies, but also to remain competitive in a tight faculty market. Both the increasing numbers and the higher compensation aggravate the already critical financial condition of the private institutions, and underscore the importance and value to the participating institutions of the Bundy program of direct financial support. All the data which follow come from the American Association of University Professors reports for 1968-69 (American Association of University Professors Bulletin, Summer 1969) and for 1967-68 (Summer 1968). The institutions are listed in descending order in terms of the 1968-69 tabulation. Note might be made of the fact that of the 25 top-ranked institutions in the country (in terms of average compensation), the New School ranked eighth; Union Seminary, tenth; Cornell, sixteenth; Rochester, seventeenth; and Columbia, twenty-fifth. Although no units of State University were in the first twenty-five (the four university centers ranked 29th, 33rd, 35th, and 42nd), six units of City University were, with City College ranking fourth, Brooklyn seventh, Hunter thirteenth, Queensborough Community fourteenth, Queens nineteenth, and Lehman twenty-second.

Table II: Average Compensation for Full-Time Faculty in Four-Year Colleges and Universities

INSTITUTION	1968-69	1967-68	NO. OF FACULTY* 68-69	67-68
(1)	(2)	(3)	(4)	(5)
New School	18,108	16,631	46	41
Union Seminary	17,749	16,626	37	37
Cornell	17,325	16,395	756	743
Rochester	17,120	16,500	476	378
Columbia	16,610	16,025	919	909
Teachers College	16,170	15,422	213	203
Syracuse	15,256	14,096	766	735
N.Y.U.	15,174	14,311	1,298	1.213
Colgate	15,069	13,176	141	133
Yeshiva	14,933	13,304	250	239
R.P.I.	14,486	13,657	324	314
Sarah Lawrence	14,244			
Clarkson	13,951	12,598	156	147
Union	13,842	13,007	125	125
Kirkland	13,833		21	
Barnard	13,805	12,278	113	113
Hamilton	13,625	12,402	80	83
Vassar	13,285	12,777	179	162
Pratt	13,275	12,352	157	146
L.I.U.	13,125	11,956	770	675
Cooper Union	13,039	12,476	68	67
Fordham	12,726	11,859	463	331
St. John's	12,663	11,162	470	389
Brooklyn Poly	12,567	12,042	336	312
Bard	12,389	11,012	42	39
St. Lawrence	12,368	11,582	134	126
Hofstra	12,318	11,758	358	306
Russell Sage	12,205	11,175	88	
Wagner	12,122	11,325	114	104
Adelphi	12,076	11,225	260	298
Pace	11,919	11,218	244	226
Skidmore	11,897	11,273	144	139
Elmira	11,838	11,485	75	69
Alfred	11,831	12,095	78	70
Wells	11,603	10,967	64	62
LeMoyne	11,501	10,229	63	62
Manhattanville	11,486	10,605	82	80
Manhattan	11,420	10,533	171	177
Hartwick	11,388	10,878	102	92
Hobart	11,236	10,965	97	93
Canisius	11,209	10,653	121	105
Siena	11,154	10,147	56	58
St. Bonaventure	10,959	10,025	86	77
New Rochelle	10,876	10,473	58	53
Marymount	10,870	10,660	59	58
Briarcliff	10,860	10,210	44	41

Table II Continued

INSTITUTION			NO. OF FACULTY*	
	1968-69	1967-68	1968-69	1967-68
(1)	(2)	(3)	(4)	(5)
St. John Fisher	10,839	10,184	53	52
Ithaca	10,796	10,028	205	190
Keuka	10,578	9,713	58	56
Utica	10,488	10,245	94	67
Iona	10,428	9,668	103	91
Marist	10,414	9,794	59	41
St. Rose	10,260	9,406	30	23
Niagara	10,223	8,905	139	118
Nazareth	10,034	-	50	-
Notre Dame	10,008	8,968	21	14
St. Francis	-	9,387	-	62
Mt. St. Vincent	9,965	9,255	28	29
D'Youville	9,825	8,644	95	84
Rosary Hill	9,631	8,218	59	59
Marymount Manhattan	9,420	8,830	32	28
Mercy	9,024	-	37	-

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*For Catholic institutions, only lay faculty included.

Of the sixty colleges and universities listed, only one, Alfred, had an average compensation lower in 1968-69 than in the preceding year. A number of institutions made substantial improvement, and one, Notre Dame of Staten Island, spectacular improvement, due, no doubt, to a 50 percent increase in its lay faculty.

In terms of additional faculty, five colleges - four of them Catholic - had fewer full-time faculty, ranging from one less to six less. The large drop for Adelphi resulted from its Suffolk branch becoming a new institution, Dowling. But other Catholic institutions showed considerable increases. Five, Canisius, D'Youville, Iona, Marymount Manhattan, and St. Bonaventure - increased from 12 to 15 percent; Niagara increased 18 percent; St. John's, 23 percent; St. Rose, 30 percent; Fordham, 40 percent; Marist, 44 percent; and Notre Dame, 50 percent. Independent institutions showing faculty growth of ten percent or more included Hartwick, Vassar, and Wagner, approximately 10 percent; Long Island University, 15 percent; Hofstra, 17 percent; Rochester, 26 percent; and Utica, 40 percent. Three institutions had no change in faculty size and a good many only a modest increase. In all, the net increase in full-time faculty for the 55 institutions releasing figures for both years (excluding Adelphi), was 947 or an increase of 9 percent.

(2) In view of the still critical shortage of faculty in many fields, most institutions are exploring possibilities of increasing faculty productivity, that is, number of students

taught or assisted per faculty member, through television, computer assisted instruction, independent study, modifications in calendar, class size, interinstitutional cooperation, etc., without, of course, diminishing learning effectiveness. Considerable further experimentation and modification along these lines can be expected in the years ahead.

e. Programs

(1) The private institutions do not contemplate a great proliferation of programs in the years ahead, but a modest, though steady expansion by various institutions into new areas. The 1968 Statewide Plan indicates that more than six hundred new programs are expected to be established between 1968-69 and 1974-75, two thirds of the total (420) programmed for the current academic year. Of the total, 111, or 18 percent, are listed for the private sector. It would appear that this figure may be too low, in the light of the programs which have been approved during 1968-69 (September 5 through June 30) by the State Education Department, included in "New Programs".

(2) Numbers of other new programs are in the planning stages. For example, Union expects to initiate Ph.D. programs this year, in Life Sciences and Systems, and in Administrative and Engineering Systems. Both will be interdisciplinary programs, as are so many of the new specialties added to the university curriculum.

(3) In June, 1969, the first student was graduated from the joint biomedical program started six years ago by Rensselaer Polytechnic Institute and the Albany Medical College, and providing both a bachelor's and a medical degree in six years.

(4) Yeshiva has an important new doctoral program in reading, with special emphasis upon teaching reading to the disadvantaged.

(5) Hofstra's new law school is now expected to admit students in the fall of 1970.

(6) Contrary to the common belief, colleges and universities drop as well as add programs. The University of Rochester, for example, has announced that it will discontinue its undergraduate degree programs in the college of business administration no later than 1972.

(7) A number of private institutions are becoming co-educational this fall or in the near future, including Iona, Rosary Hill, St. Francis, St. Rose, and Union. Vassar, following its flirtation with Yale concerning a move to New Haven, has announced that it will become co-educational, probably in 1970.

(8) Although some campuses have been disrupted during the last year or two and nearly all involved in some sort of "restructuring" of the institution to provide greater faculty and student involvement in the institution's operation, academic thinking and planning have proceeded quietly and the results will soon be felt in the curriculums of the colleges and universities.

Table III Current Income and Operating Expenditures, 1966-67 and 1967-68

INCOME

	1966-67	1967-68
(1)	(2)	(3)
Educational and General		
Government		
Tuition and Fees	366,350,664	416,857,446
Endowment Income	59,486,722	55,305,824
Gifts and Grants	117,887,520	135,154,496
Sponsored Research	231,409,027	245,493,500
Other	26,731,264	31,524,427
Contributed Services	3,243,107	3,503,525
TOTAL	805,108,304	887,839,218
Student Aid	14,916,831	18,386,191
Auxiliary Enterprises	116,994,001	126,706,733
Other	61,309,757	72,165,338
TOTAL INCOME	998,328,893	1,105,097,480
EXPENDITURES		
Educational and General		
Instructional and Departmental	293,130,580	323,065,664
Sponsored Research	260,397,028	289,935,463
Library	26,299,242	29,831,615
Student Services	15,953,742	17,692,198
Operation and Maintenance of Plant	74,755,865	80,595,784
Administrative and General	109,964,241	121,543,161
Other	9,171,434	17,660,190
TOTAL	789,672,132	880,324,075
Student Aid	46,277,068	54,398,980
Auxiliary Enterprises	113,411,306	122,884,145
Other	22,762,556	30,833,355
TOTAL EXPENDITURES	972,123,062	1,088,440,555
Excess of income over expenditures	26,205,831	16,656,925

f. Finance

(1) Although the private sector's operating expenditures for 1967-68 exceeded one billion dollars - for the first time - the whole enterprise ended with a modest surplus available for debt retirement or accumulated reserves. Figures on income and expense for 1967-68 and the preceding year, supplied by the State Education Department, appear in Table III.

(2) In the five-year period ending in 1966-67, 58 percent of the nearly seven hundred million dollars spent came from private sources. It is estimated that for the five-year period ending in 1971-72, 62 percent of the more than $1.3 billion needed will come from such sources. The evidence points unmistakably to the fact that the private colleges and universities are making every effort to meet their increasingly heavy financial burdens from private sources.

(3) The institutions are making a major effort in providing financial aid at their own expense. The total student aid expenditures raised from private sources for 1967-68 of over $18 million averages $87, for every one of the 210,500 full-time students enrolled. As soon as possible this burden must be taken over by state and federal government in order to free these funds for the educational program.

(4) Although both 1966-67 and 1967-68 ended with the private sector as a whole operating in the black, the excess of income over expenditures dropped by over \$9.5 million, or 57 percent. Even with the help of the Bundy appropriations, it will be difficult to avoid an overall deficit in 1969-70. Some of the larger universities are expecting deficits for 1968-69 substantially exceeding \$1 million; the importance of Bundy funds in the coming year, therefore, cannot be over-emphasized. Even if the amount for the twelve month period approaches \$30,000,000, this would amount to only 2½ percent of an operating total of over \$1.2 billion; yet this 2½ percent is crucial to preserving the quality of the private sector.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' REPORT OF PROGRESS

The Regents take great pleasure in including, for the first time, a comprehensive review of progress made by the State's private institutions. The report submitted by the Commission on Independent Colleges and Universities is viewed as the most tangible evidence of improvement of the planning process, and has greatly facilitated the legislated requirement to fully consider the plans and facilities of private institutions in evaluating the proposals of the State and City Universities.

Because this is a status report, not a report of progress on an already existing plan, it is not reviewed in exactly the same fashion as was done for the other sectors. To the extent possible, the same procedures have been followed. There is a substantive difference, also, in the nature of the Regents comments on the proposals of the private institutions, in that approval or disapproval of a recommendation does not have the same legal meaning as it does with the public universities.

The response of the private institutions is most encouraging, and heralds the beginning of a new cycle of planning for higher education in the State.

2. What Responses Have Private Colleges and Universities Made to the Regents Priority Concerns?

Most of these concerns have also been priority concerns of the institutions, and continuing attention is being given to the problems. The facts given below will indicate some of the recent steps taken about such matters and the results obtained.

a. Financing Higher Education

(1) It is obvious that the Regents designation of financing higher education in the State, both public and private, as top priority concern was fully justified. The private sector assures the Regents that financing its future is its concern of highest priority and that individually and collectively it will cooperate to the maximum with the Regents in their efforts to insure adequate future financing for all of higher education in the State.

(2) As has been pointed out above, the private colleges and universities are doing their utmost to increase their income from private sources. Tuition and fees are being raised in almost all institutions; their fears of pricing themselves out of the market are real. Fund-raising efforts have been intensified with alumni, corporations, foundations and every other potential donor that a president and his associates can identify. Success thus far has been almost spectacular, and the future could be bright were it not for tax reform measures under consideration in Washington, which, if enacted, will make fund-raising more difficult, and for the still skyrocketing costs resulting from inflationary pressures.

(3) It should be pointed out that costs are exceeding projections. The 1968 Plan estimated expenditures for the private sector in 1968-69 at $1,059,300,000. Table III above shows that for the preceding year these exceeded the estimate by approximately $30,000,000.

(4) The response of colleges and universities to ever increasing need for new academic programs, services, and research activities depends to a considerable extent upon the funds available. There is no need here to emphasize the critical financial condition facing all institutions of higher education, both public and private. In general, however, the public institutions have greater flexibility in adjusting to accelerating costs than do the private institutions. Even in a tight fiscal situation, tax dollars are found for the greater expenditures required. In private institutions the added costs must be provided for in some other way. In an inflationary period such as the nation is now experiencing the private institutions have to run ever so much harder just to stay where they are.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' FINANCING HIGHER EDUCATION

The Regents agree with the statements made concerning the difficulties presently besetting the private colleges and universities in their attempts to find the funds necessary to maintain their position. They will do everything in their power to alleviate the fiscal strain on the private institutions.

b. Manpower Needs

The Regents have identified critical shortages in trained manpower in 1) the health sciences, especially in nursing, dentistry, and medicine, 2) engineering; and 3) social work.

(1) Health Sciences

Nursing

(a) The private institutions endorse the Regents recommendations designed to help meet the shortage of nurses and are willing to cooperate in every possible way with the effort.

(b) Since the shortage is aggravated by the inability to find qualified teaching personnel for the schools of nursing, special efforts should be made to stimulate graduate study in the field. Columbia and New York University offer doctoral programs in nursing, and Adelphi, Columbia, New York University, St. John's, Syracuse, and Rochester offer master's level graduate programs. These institutions must be looked to for preparation of the additional faculty members needed, provided adequately qualified baccalaureate degree nurses can be found for advanced study.

(c) At least seventeen private colleges and universities have baccalaureate programs. It will be observed, however, that in the list of new programs approved during this past year, not one is in the field of nursing. With all existing schools short of faculty, it is not surprising that other institutions are not rushing in to establish schools of nursing, regardless of the great need for more nurses. Undoubtedly the effort to overcome the present shortage should be directed at enlarging, and in some cases, strengthening existing schools. The private institutions are willing and anxious to share in this effort.

Dentistry

Major schools of dentistry such as those at New York University and Rochester would unquestionably cooperate in a program of direct financial assistance to dental schools comparable to the State's program now operating in medicine, as recommended in the Regents' 1968 Plan.

Medicine

The private medical schools have welcomed the State's program of direct financial assistance to enable them to increase their enrollments and improve their facilities. They believe that an expansion of this program, both in number of students covered by the program, as recommended by the Regents, and the amount of support per student provided will contribute to meeting the current shortage.

(2) Engineering

(a) The private engineering schools, some of which are among the nation's most prestigious, are anxious to have "full use made of the potential of the private institutions," as proposed in the 1968 Plan, and they will cooperate with the Regents to the maximum to achieve this goal. It should be noted that among the new Ph.D. programs approved for 1969-70 are Engineering Science at Clarkson and Bioengineering, Systems Science, and Astronautics at Brooklyn Polytechnic. In addition, as has been pointed out, Union is beginning two new interdepartmental Ph.D. programs involving engineering. Mention should be made also of new programs in Computer Science at New York Technology and New York University, the latter at both the baccalaureate and master's level.

(b) The engineering colleges are constantly studying the needs of society for engineers and ways to improve the meeting of such needs. They can be expected to continue their self-analysis and to make changes in the content and method of their programs as appropriate. Few professional fields, because of the close association of the engineering schools with industry and its research and development aspects, are so quick and responsive in modifying their education programs.

(3) Social Work

The half dozen private schools of social work are well aware of the problems in social work education, especially those arising from new concepts in professional practice. They will be happy to cooperate in any further study of the profession, including experimenting "regarding the nature and content of existing programs of social work education," and in any programs involving financial assistance designed to increase the number of graduates in social work.

The private sector of higher education in New York offers as great a diversity in academic programs as can be found anywhere in the United States. In addition to the traditional colleges of liberal arts and the complex universities which are providing an increasing variety of general and specialized courses to meet the continuing and developing needs of a technological society, there are single or limited purpose institutions, in some cases, unique in the nation. Examples include the two-year Academy of Aeronautics, such four-year institutions as the College of Insurance, the Institute of Public Administration, and the Webb Institute of Naval Architecture, and such graduate institutions as the Bank Street College of Education and Teachers College. An institution like the New School for Social Research is unique in both its origins and its current emphasis. Few universities in the country, indeed in the world, offer such comprehensive coverage of the fields of knowledge as do such private universities as Columbia, Cornell, and New York University.

They are pleased to find in the 1968 Plan the statement that the review function is designed to "insure that proposed programs are consonant with the objectives of the institution and that there is some measurable need for such programs, and to assess the effect such programs may have on similar programs offered by other institutions in the State. The review function has as its major purpose the identification of areas of need and the avoidance of uncoordinated proliferation of programs in both the public and the private sectors."

The private sector as a whole expects to continue to offer diversity and comprehensiveness in its programs, as the need for modification of existing fields of study and development of new areas, some not even foreseen as yet, is demonstrated. The 1968 Statewide Plan affirmed that "As areas of state need continue to be identified, institutions will be expected to meet the challenge of providing the opportunities for study in such areas. The Regents look to all institutions to be responsive to the demands of society and, within their areas of excellence and experience, to establish or expand programs where need exists."

The private colleges and universities pledge to the Regents and the people of the state that they will continue in the future as they have in the past to meet the challenge of the needs of society for both broadly educated and specially trained graduates. These institutions recognize, however, the desirability of increasing coordination by the Regents in determining how best these needs can be met.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' MANPOWER NEEDS

1. The Regents are particularly cognizant and appreciative that it is through the private sector that faculty for schools of nursing must be obtained.
2. The Regents welcome the participation of the schools of dentistry in their attempts to expand enrollment.
3. The Regents agree that aid to private medical colleges should be continued and expanded to provide for larger numbers of students and a higher level of support as the quickest and most economical means of expanding the supply of medical doctors.
4. The Regents find the section on Engineering disappointing in that it takes no position concerning the Regents 1968 Recommendations on this subject.
5. The Regents find the willingness of the private schools of Social Work to experiment with the curricula encouraging and welcome their support in the current study of undergraduate programs.

c. Higher Education Opportunity

(1) The private institutions share the Regents goals of "equal and open educational opportunity beyond high school for each qualified person who desires such education," as first expressed in their 1964 Plan. The colleges and universities have been aware of the need for special efforts and special

programs to bring the educationally disadvantaged into the mainstream of American higher education. Some of the private institutions have pioneered such programs.

(2) Forty-three private colleges and universities have submitted proposals for grants under HEOP (Higher Education Opportunity Programs). Twenty-six of the proposals were approved, with grants totalling $918,345. In a dozen cases (Mt. St. Vincent, Keuka, Manhattan, Marymount, consortium of Rensselaer Polytechnic Institute - Skidmore - Union), no comparable program was in existence. The grants will enable these institutions to enroll 260 freshmen this fall. At the remaining institutions (Colgate, Fordham, Hamilton-Kirkland, Hofstra, Ithaca, Le Moyne, Manhattanville, Marist, Marymount Manhattan, New York University, Syracuse's University College, Rochester, and Utica), a total of 751 upperclass students already in a program will return, and 1,001 new freshmen enter the program this fall. The program thus will provide for a total Higher Education Opportunity Program student enrollment of 2,272, in units of from ten to over one thousand at New York University.

(3) Almost every institution in the private sector this year has intensified its efforts at recruiting "disadvantaged" students. Admissions requirements have been modified for young people of potential, compensatory programs have been established, tuition and fees waived in most cases, flexible scheduling and reduced course loads encouraged, and every effort made to provide a meaningful and successful educational

experience for these young people. At the same time, many of the institutions are continuing and expanding their services to children, adolescents, and adults from deprived backgrounds, or initiating such services if they have not as yet mounted such programs.

(4) Committed as the private sector is to advancing educational opportunity for the disadvantaged, there are some educational leaders who would question the advisability of accepting the Regents 1968 recommendation that institutions in urban areas "reserve a percentage of freshman, non-residential students approximately equal to the percentage of the urban community designated as disadvantaged." (p. 38) In addition to the financial hardship this would impose, in most cases, such a policy could change drastically the nature of some of the essentially residential colleges in urban areas. Further study of this proposal is suggested if it is meant to be applied to all urban institutions.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' HIGHER EDUCATIONAL OPPORTUNITY

The Regents can only repeat their admiration and appreciation of the efforts of the private institutions in extending wider opportunities for higher education. They are sure that the grants made in the first year of the State's Higher Educational Opportunity Program will serve to extend their efforts.

d. Teaching

(1) Both because of tradition and conviction, the private institutions insist upon a "broad liberal arts foundation" as the Regents recommend (p. 39). Aware, however, of the changing nature of the school and of the society that

supports the school, the private institutions recognize the need, also as the Regents propose, for a continuing study "of the teaching and learning processes in order to continue improving the content of teacher education programs" (p. 41). The private sector will gladly cooperate in any such study initiated by the Regents.

(2) The private sector is also aware of the critical shortages in many specialized areas of teaching, and consequently of the need to stimulate increased recruitment for these areas, and to upgrade professionally many of the individuals now teaching in such areas.

a. Early childhood education, especially prekindergarten education is such a need aggravated by the new programs of education for the pre-school disadvantaged such as Head Start.

b. A number of private institutions have programs to train teachers for Head Start and comparable efforts Bennett College has had such a program, and in 1968, Skidmore established a demonstration program to train Head Start aides for eleven up-state counties. New York University, however, has been in the forefront of such efforts and from 1966 to 1968 trained over five thousand Head Start teachers, social workers, and para-professional aides, with over 650 having received advanced training for which the University has now established a special associate degree program.

(c) Such temporary measures, however, need to be replaced in time with full baccalaureate and graduate training in early childhood education. At these levels, the private sector offers such specialized schools as Bank Street and Mills, and curriculums in a number of the colleges and universities.

(d) Other specialized areas with critical shortages include the performing arts, special education, occupational education, health and physical education. The private institutions offer teacher preparation programs in all these areas, as they do in the traditional elementary and secondary areas, and they are prepared to increase their efforts in such areas as the students become available.

(3) One new area to which a number of private universities are turning their attention is the preparation of teachers for the junior colleges. Perhaps the Regents could offer encouragement and guidance, and help to obtain funds to support such programs. The mushrooming growth of the community colleges in the State underscores the need for substantial numbers of additional junior college teachers. The nature of the best preparation for such teaching has never been decided; but New York has a stake in trying to find answers to the problem. Again, the private universities are ready to expand their current efforts and to cooperate in determining and setting up better programs for such preparation than now prevail.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' TEACHING

The Regents are appreciative of the concern demonstrated by the private colleges and universities for the preparation of teachers, particularly for special fields such as prekindergarten. They suggest that the emphasis placed by the State University, and the interest expressed by the private sector, in the preparation of teachers for two-year colleges is an area where cooperative planning might be developed.

e. Interinstitutional Cooperation

(1) Private institutions in New York State are participating in an expanding number of cooperative arrangements of increasing diversity and complexity. These may involve local or regional relationships or extend to institutions outside the country. In many cases they involve cooperation between public and private institutions.

- (a) Cooperation may be as simple as a joint appointment of a faculty member, as in the case of a professor in Chinese studies shared by Union and SUNY at Albany.
- (b) Cooperation may be as informal as open student enrollment between two or more institutions, as now occurs during the winter term among students of Wells, Colgate, Skidmore, Hamilton, and Lincoln University, the last in Pennsylvania.
- (c) On a broader exchange level it may be statewide, as in the Visiting Student Program, involving student attendance for a semester or a year at any one of 48 institutions, 38 of them private, 10 branches of State University or City University. This program was developed two years ago by the Association of Colleges and Universities.

(d) Cooperation may be effected through a formally organized consortium, such as the College Center of the Finger Lakes, organized in 1961, with a present membership of eight private and one public institution. In addition to the College Center of the Finger Lakes, the presently organized consortia include the following:

1' The Hudson-Mohawk Association of Colleges and Universities, which opened its office in the spring of 1968 with a professional executive in charge. Member institutions, all private, are: Skidmore, Rensselaer Polytechnic Institute, Russell Sage, Siena, St. Rose, Union College and the three professional schools of Union University located in the City of Albany.

2' The affiliated Colleges and Universities, Incorporated, chartered in 1968 for the promotion of oceanographic research on Long Island. Member institutions are: Adelphi, Dowling, Fordham, Hofstra, Long Island University, New York Institute of Technology, New York University, St. John's, and the State University system.

3' The Associated Colleges of the Mid-Hudson, chartered in 1966, which opened its office with an executive director on July 1, 1968. Members are: Bard, Bennett, Dutchess Community College, Marist, Mt. Saint Mary, State University of New York at New Paltz, Ulster County Community College, and Vassar.

(2) In addition to the formally organized consortia, there is a multiplicity of bilateral and multilateral cooperative arrangements. The State Education Department reported in June 1969 that there were 131 colleges and universities either involved or approaching involvement in inter-institutional cooperation. Responses to a questionnaire of the Commission on Independent Colleges and Universities revealed that only a few institutions were not involved in some cooperative activity.

(3) Especially significant at this time are joint programs dealing with the disadvantaged. Reference has already been made to the Skidmore, Rensselaer Polytechnic Institute, and Union Higher Education Opportunity Program plans for this fall. The other cooperative arrangements for opportunity programs involving the private sector are too numerous to mention.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' INTERINSTITUTIONAL COOPERATION

The Regents are pleased with the increasing number and significance of cooperative programs. They encourage continued ventures of this type, and are renewing their efforts to obtain additional funding as incentives. The economies to be achieved at the institutional level may, indeed, be small, but cooperation is viewed by the Regents as a method of achieving both long-term economies and academic enrichment.

f. Continuing Education

(1) The private sector welcomes the Regents' proposal for a comprehensive survey of continuing education programs in the state. For many years a number of private institutions have had major extension, adult, and evening college activities, terms which now are included in the concept

of "continuing education." Definitions and understanding of the meaning of the term differ, but certainly most part-time students are engaged in some form of continuing education. It is time for greater cooperation and coordination in the field of continuing education. The proposed Regents' study would be the first step in that process.

(2) The roster of four-year institutions that have a larger enrollment of part-time than full-time students is impressive. It includes Adelphi, Bank Street, College of Insurance, Teachers College, Elmira, Medaille, New York Institute of Technology, New York University (although the enrollment is practically the same, in each case nearly 17,000), Pace, Brooklyn Polytechnic, Rochester Institute of Technology, and Russell Sage. Hofstra has nearly as many of each, approximately six thousand. Twelve of these institutions enroll more than one thousand part-time students. Other private institutions which have part-time enrollments over one thousand are Canisius, Columbia, Fordham, Iona, Long Island University, Pratt, St. John's, Union, Rochester and Yeshiva. By contrast, only seven branches of the State University have part-time enrollments exceeding a thousand and in none does such enrollment exceed the full-time enrollment. The picture is different, of course, at the branches of City University of New York, where three have larger part-time than full-time enrollments and a number have large numbers of part-time students.

(3) In addition to regularly enrolled part-time students, many private institutions carry on a great variety of continuing education activities through conferences, workshops, institutes, etc., lasting less than a formal term or semester.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' CONTINUING EDUCATION

The Regents recognize the difficulties mentioned on the definition of Continuing Education and further recognize the difficulty of establishing a particular role in this area for any given institution. Much is dependent upon the institution's geographical location and on the mission of the particular institution as defined by its governing board. The Regents have proposed the study of Continuing Education in order to reach a better understanding by all of their respective roles and welcome the support of the private sector in its conduct.

g. College and University Governance

(1) In the 1968 Plan the Regents challenged "each institution of higher education to involve all members of the academic community in the rethinking and self-analysis of the goals and objectives of the institutions and the methods necessary to achieve such goals and objectives." Such "rethinking and self-analysis" has been going on in most of the private colleges and universities during this past year. This activity, it must be admitted, scarcely sprang from the admonition of the Regents, sound though it was, but either from response to student and faculty agitation or from the desire to forestall such agitation. Except for Cornell, few of New York State's private institutions suffered serious campus disturbances during 1968-69, partly due to the positive steps taken by the institutions to face up to the questions regarding decision-making within the institution.

(2) Approximately three out of five private institutions replied in a questionnaire that during 1968-69 there had been a "restructuring" of the institution to provide for more student and/or faculty involvement in the major internal governing body - the senate, college or university council, etc. A number of institutions not experiencing such changes reported that they had been accomplished in prior years.

(3) In all but about ten percent of the institutions students now sit on academic committees, and in all but five percent, on general committees (student personnel affairs, athletics, commencement, etc.) In the matter of faculty selection and evaluation the institutions are moving more slowly. In about ten percent of the cases, students are involved in selection, although the degree of involvement varies, often within the same institution, between departments and schools. Increasingly, students are serving on selection committees for new presidents, and less often, on committees for deans and vice presidents. About the same percentage provide for some evaluation in matters of tenure and promotion, although it would appear that in almost no cases does this involve formal voting by students on such matters.

(4) As of September 1969, no students were members of any boards of Trustees. At Teachers College, two student members attend general board meetings, but without vote, and at Skidmore, three "observers" do the same. In a few instances, students serve on board committees, and in others, student representatives meet with board members on matters

of mutual concern. Only one institution, Rosary Hill, indicates that its board of Trustees is now studying official student representation on the board.

(5) The same situation governs faculty membership on the board. Cornell has had faculty representation (four) for over a decade; Long Island University added a faculty member this year; as did Ladycliff. Two other Catholic colleges have had faculty members for some time. Pratt will add one or more faculty members during the coming year. Some institutions have faculty "observers" or representatives at board meetings, as they do for students. If the Regents modify current regulations which prevent faculty membership, since the faculty are under salary to the institution, it is indicated that some institutions will modify their charters to permit faculty membership with full votes.

(6) Changes are taking place in the Catholic institutions with regard to their boards. Some have had lay members since their beginnings; other added them in recent years. Over one-fourth, however, have made the change within the past year. Only four or five still have boards of all religious and in these cases plans for changes have been made or are under consideration. In an increasing number of Catholic institutions, moreover, the lay members outnumber the religious. There is no doubt of significant change in the governance of these so-called "church-related" institutions. The shift at Fordham, which had had an all

Jesuit board for decades, to a board of 15 laymen and 11 religious, accomplished last February, is an example of the sort of fundamental change occurring in Catholic higher education.

THE REGENTS POSITION ON THE PRIVATE COLLEGES' GOVERNANCE

The Regents recognize that a determination of the appropriate role for all parties, from students and faculty through governing boards and the Legislature, is a complex matter requiring continuing effort by all concerned. The urgency of the problems and the proper exercise of a more widely shared participation in governance must at the same time be based on a recognition that different elements in the academic community properly exercise different responsibilities and enjoy different authority.

Of particular interest is the development of lay boards of trustees in the Catholic colleges, and the accelerating trend toward loosening ties with the original founding orders.

h. Two-Year Colleges

(1) The private colleges and universities have been having a quiet revolution with regard to their attitude toward the acceptance of graduates and students from junior and community colleges. The results of the new attitude are dramatically shown by the enrollment of two-year graduates at the private institutions. In 1968-69, over two out of three institutions reporting indicated they accepted more graduates than in the preceding year. In some instances, acceptances not only doubled, they tripled and quadrupled. Vassar reported, for example, that whereas it had enrolled only one two-year college graduate in 1967 and one in 1968, it expected in 1969 to enroll 13. There is no doubt that increasingly cordial and mutually beneficial relations will exist between the private senior institutions and the two-year colleges, both public and private.

(2) The twenty-one private two-year colleges in New York believe that though their total enrollment is small, they make a significant contribution to higher education within the State. They must be judged in terms of their traditional objectives - and these objectives are not the same as the objectives of the public community colleges. These colleges feel that their strength lies in remaining residential institutions, relatively small in terms of enrollment, giving individual attention and providing superior teaching for those they serve.

THE REGENTS POSITION ON THE PRIVATE TWO-YEAR COLLEGES

The Regents are encouraged at the continued evidence of high academic quality manifested by this small sector of higher education. Though small, it definitely serves a unique role and its continued prosperity will be a subject of concern to the Regents.

i. Other Priority Concerns

(1) The Regents expressed concern over libraries and innovation. Because facts and figures on these priority concerns should be as complete as possible, a separate later report will be submitted dealing with these areas. Here it will only be said that the private colleges and universities have put great stress in the last year or two on library development and they are moving, though perhaps too slowly, into innovative techniques and practices designed to strengthen and improve the educational program. Details of such concerns will be supplied in a later statement.

3. What Amendments do the Private Colleges and Universities Propose?

The following are amendments, not in the sense that they propose changes in a previous master plan, but in that they propose action by the Board of Regents, which, if taken, would have the effect of bringing about change in terms of certain present aspects of private higher education, such as level of student financial assistance, funding of opportunity programs, or eligibility of institutions for direct public aid. In each case background information relating to the proposed change is to be found in the above report of the private colleges and universities.

1. "It is recommended, therefore, that the Regents support legislation amending the 'Bundy Law' in order to provide payments of $200.00 for each associate degree awarded by a constitutionally eligible two-year college."

   This recommendation is supplemented by a subsequent statement, "If the Bundy legislation is amended as recommended by the Commission on Independent Colleges and Universities, the $200.00 State grant for each associate degree awarded would presumably be made available to all institutions awarding the degree."

Regents Position - DEFERRED

The amendments to the college aid law will be considered in December. Until research now in progress is completed, the Regents defer action of any on this subject.

2. "It is recommended, therefore, that the Board of Regents give high priority to continuing direct financial support of the private institutions and include in their annual asking budget the amounts necessary to fund the program, at least at its current level."

Regents Position - DEFERRED

3. "It is recommended, therefore, that the Board of Regents join with the Governor in sponsoring legislation in the next legislative session, and the succeeding sessions necessary to accomplish the objective, to amend the State constitution to make 'church-related' institutions of higher education eligible to receive direct financial support from the State."

Regents Position - REAFFIRMED

4. "The private sector, therefore, recommends that the Regents push now for the initial steps to improve the State's financial aid program, especially the provision bringing the incentive award to a maximum of $1,000 a year, originally programmed for 1968, and in subsequent years, work to achieve its full implementation."

Regents Position - APPROVED

The Regents are making every effort to attain the level of student aid programs they proposed in 1967 in *Freedom to Pursue a College Education*.

5. "It is recommended, therefore, that the Regents consider and adopt where appropriate such contractual arrangements as were recommended by the Bundy Committee for the expansion or establishment of graduate programs required to meet specific manpower needs."

Regents Position - APPROVED, although additional consideration will have to be given to the best method of achieving this objective.

6. "It is therefore recommended that the Regents support increased appropriations for continuing and expanding the Higher Education Opportunity Program."

Regents Position - APPROVED

4. What New Programs Do the Private Colleges and Universities Propose?

Following is a representative listing of new academic programs which have been approved by the State Education Department during the 1968-69 year, and which will be offered in September of 1969. While not necessarily complete for all of the private institutions, the list will serve as an indicator of the responses which the institutions are making to the desires of the students served and to the needs of society and its institutions.

Canisius

Biology	M.S.
Business Administration	M.B.A.
Religious Studies	M.A.

Clarkson

Engineering Science	Ph.D.
Mathematics	Ph.D.

Dowling

Aeronautics	B.S.

Fordham

Business Administration	M.B.A.

Harriman

Merchandising	A.A.S.
Prekindergarten Education	A.A.S.

Marymount Manhattan

Extension Program

Manhattan

Radiological Sciences	A.A.S.

New School for Social Research

Urban Affairs	M.A.

New York Technology	
Two-year programs	A.A.S.
Architecture	
Business (Accounting, Business Administration, Secretarial Science)	
Commercial Arts	
Electrical Technology	
Environmental Technology	
Mechanical Technology	
Four-year programs	
Communication Arts	B.F.A.
Computer Technology	B.S.
New York University	
Computer Science	B.A. B.S. M.S.
Niagara University	
Biology	M.S.
Pace College	
Economics	M.A.
Polytechnic Institute of Brooklyn	
Biology	B.S.
Bioengineering	Ph.D.
Electrical Engineering-Systems Science	Ph.D.
Aeronautics, Applied Mechanics, Astronautics	M.S. Ph.D.
Rochester Institute of Technology	
Biomedical Photography	A.A.S.
Photography	M.F.A.
Printing	M.S.
Russell Sage	
Economics	B.A. B.S.

Siena

Philosophy	B.A.
Political Science	B.A.

St. John's

Library Science	M.L.S.

St. Thomas Aquinas

Psychology	B.S.

Voorhees

City Planning Technology	A.A.S.

Wagner

Chemistry	M.S.

Yeshiva

Hebrew Language and Literature	B.A.

In addition to these 40 programs, the State Education Department has approved 45 new programs in teacher education which will be inaugurated in September of this year (1969). Among the group are eighteen programs in the areas of School District Administrator and Supervisor, representing substantially changed programs to comply with the new regulations of the Commissioner of Education. These programs, which bring the total of new programs for 1968-69 to 85, are as follows:

Mount Saint Vincent

- Elementary Teacher, N-6 and
  - English (7-9)
  - Social Studies (7-9)
  - Mathematics (7-9)
  - French (7-9)
  - German (7-9)
  - Italian (7-9)
  - Spanish (7-9)
  - General Science (7-9)
- Secondary Academic Subjects, 7-12
  - Italian

Barnard College

- Secondary Academic Subjects, 7-12
  - Russian

Teachers College

- School District Administrator
- School Administrator and Supervisor

Cornell

- School District Administrator
- School Administrator and Supervisor
- Nursery-Kindergarten (Special Arrangement under Five College Project)

Elmira

- Secondary Academic Subjects, 7-12
  - Greek
  - Latin

Fordham

- School District Administrator
- School Administrator and Supervisor

Hofstra

- School Administrator and Supervisor

Ithaca

- School Administrator and Supervisor

Long Island University

- Physical Education

Manhattan

- Elementary Teacher, N-6
- Elementary Teacher, N-9 (reading)
- Secondary Academic Subjects, 7-12
  - Italian

Niagara

- School Administrator and Supervisor

Nyack

- Elementary Teacher, N-6

Pace

- Music

Pace Westchester

- Elementary Teacher, N-6
- Secondary Academic Subjects, 7-12
  - English
  - Social Studies

Saint Bonaventure

- Elementary Teacher, N-6

Saint John's

- School District Administrator

Saint Lawrence

- School Administrator and Supervisor

Syracuse

- School District Administrator

Rochester

- School District Administrator
- School Administrator and Supervisor

Wagner

- Secondary Academic Subjects, 7-12
  - French
  - German

Yeshiva (Ferkauf Graduate School)

- School Administrator and Supervisor

The Regents Position - All these programs have been previously APPROVED.

PART II: THE REGENTS REPORT ON HIGHER EDUCATION

Section 1, The Status of the Regents 1968 Proposals and Recommendations

In 1968 the Regents published in their Statewide Plan for the Expansion and Development of Higher Education, 29 recommended courses of action for the higher education community of the State. At this point they wish to comment upon progress made toward the achievement of these recommendations and to make such modifications as may be appropriate.

1. Each institution of higher education prepare a comprehensive long-range plan and establish as a continuing activity the review and updating of such a document.
    a. The plans of public and private institutions include not only growth projections but also estimates of the cost of providing enlarged educational services.
    b. Plans for facilities should include such elements as:
        (1) the amount, the condition, and usage of existing space and space under construction;
        (2) the effect of changing academic programs on existing and projected space needs;
        (3) provision of basic space needs for the increased student enrollment;
        (4) the realistic identification of funds to finance the planned construction.

    The two public university systems working in conjunction with the State Education Department, have shown considerable progress toward the development of the planning process and of their Master Plans. In addition, there is evidence of active planning among the institutions in the private sector. The work of the Commission on Independent Colleges and Universities in the State, the Commissioner's Regulations implementing the State aid to non-public colleges and the efforts of appropriate offices in the State Education Department have all fostered greater attention to the need for planning. It is hoped that the identification and the description of the components of planning, published elsewhere in this document will assist all institutions toward achieving improved planning.

2. The projections for the full-time undergraduate and graduate enrollment published in Enrollment Projections 1968-80: New York State Higher Education of the State Education Department, and as shown in Tables 6 through 10 of this document, be adopted as the basis for planning.

   Actual enrollments for the past year were within .7 percent of the projections contained in the 1968 Statewide Plan. The modified projections going through 1980 are presented in Table 3 of this document. Greater detail may be found in the companion document entitled Higher Education Planning Statistics, 1969.

   Further progress has been made with the attempts to establish a computer model in order to achieve more detailed and sophisticated projections for simulating enrollment. Budgetary constraints have slowed this development.

3. The Higher Education Facilities Act and the Higher Education Act of 1965 be funded to the authorized levels.

   a. Federal programs authorized under the Higher Education Amendments of 1968, but for which no appropriations have been made, be funded.

   Regrettably, in this year of budgetary strictures, no progress can be reported toward the achievement of this recommendation.

4. Federal aid for the support of students in higher education be increased according to need. This aid to be direct - scholarships, loans, and fellowships - rather than aid in the form of special tax relief or tax credit.

This recommendation has not been realized. In fact, in the area of student loans, rising interest costs throughout the nation have seriously impeded the development of existing programs and have prevented their more ambitious development as proposed by the Regents.

5. Federal grants be provided to higher education institutions to improve financial management, planning, and long-range development. Programs should be consolidated and simplified so that duplications of categorical aid may be avoided.

   No progress has been made by the Federal government in particular assistance for higher education. However, the beginning concepts of revenue sharing with the states, as recently announced, may hold some hope for future developments in this area.

6. A special committee be named to study the future financing of the City University and its relationship with the State. The Regents invite the Governor of the State of New York and the Mayor of the City of New York to join its Chancellor in selecting the members of the Committee.

   The passage of Chapter 173 of the laws of 1969, which is discussed in greater detail in Part III of this report, has created a new set of conditions in which such a study must be made. Therefore, the Regents propose that the study be expanded to a comprehensive review and study of the future financing of all of higher education in the State. Their formal amendment of this recommendation may be found on page 235.

7. The Legislature fund the student aid programs outlined in Freedom To Pursue A College Education.

   a. The number of Regents College Scholarships to be awarded annually be fixed at ten percent of the total number of high school graduates in the State for the preceding year, thus increasing the number of such scholarships for 1969-70 from 18,843 to 22,500.

b. The maximum award under the Scholar Incentive Program be raised from $500 to $800 annually, applicable to both undergraduate and graduate students. The family net taxable balance of income level for receiving the maximum Scholar Incentive Award be raised to $3,000 instead of $1,800 as at present.

c. The minimum Scholar Incentive Award for students whose family net taxable income balance is $11,800 or higher be eliminated.

d. The Scholar Incentive Program be amended to assure greater equity in the distribution of awards, providing assistance to certain students not previously eligible, including: (1) the extension of the program to students in hospital schools of nursing, (2) the payment of awards for study at a foreign or out-of-state college where such study is approved by New York State institutions and (3) the right to exclude parental income for certain undergraduate students on the same basis as for graduate students.

Certain changes were made in the student aid program by the Legislature in the 1969 session. However, progress toward the achievement of the Regents overall program was only moderate. The changes made are summarized below:

Certain changes incorporate Regents proposals on recodification of laws relating to student financial aid:

(a) Scholar Incentive Assistance:

(1) The minimum Scholar Incentive Award has been eliminated for new undergraduate and all graduate awards for 1969-70, if the family net taxable income exceeds $20,000 (The Regents had recommended such elimination if the net taxable income exceeded $11,800).

(2) Students may now receive benefits for attendance in a hospital nursing program.

(3) A student entering the first semester of undergraduate or graduate study will be considered academically qualified to receive assistance, if admitted by the college or school (1) as a matriculated student in a program leading to an approved degree or diploma, or (2) as a student in an approved educational opportunity program for the disadvantaged.

(b) Regents College Scholarships:

(1) Scholarship holders may now receive benefits for up to five years of undergraduate study, provided the program of study normally requires that period of time to complete.

(2) Scholarship holders may attend hospital schools of nursing.

(c) Regents Basic Nursing Scholarships:

(1) All scholarship holders may attend either a collegiate program of nursing or a hospital school of nursing.

(2) Scholarship holders may receive benefits for up to five years of undergraduate study, provided the program of study normally requires that period of time to complete.

(d) A number of other changes of a technical nature were incorporated. The recodification measure further included provision for three Scholar Incentive schedules for 1969-70. Scholar Incentive benefits are now available to students in approved two-year programs at registered private business schools. Also, a new series of 600 War Service Scholarships, effective in September, 1969, were established for veterans with military service after October 1, 1961.

(1) Fix the annual number of Regents College Scholarships at 10 percent of the total number of high school graduates for the previous year.

(2) Raise the annual maximum Scholar Incentive Award to $800 for undergraduates and graduates.

(3) Raise the family net taxable balance of income for receiving the maximum Scholar Incentive Award to $3,000 instead of the present $1,800.

(4) Liberalize payment of awards for approved study at out-of-state and foreign colleges--where such study is approved by New York State institutions.

(5) Exclude parental income (in determining awards) for certain undergraduate students on the same basis as for graduate students.

(6) Establish a Regents Opportunity Scholarship program for the early identification of "disadvantaged" students.

8. The Regents Graduate Fellowship Program be enacted as adopted by the Regents in October, 1968.

While legislation was introduced in the last session to provide additional incentive to superior applicants for graduate study, in terms of a reduced number of Regents Graduate Fellowships carrying higher stipends, the bill was not passed.

9. The Regents be authorized to contract with educational institutions in the State to establish courses to assist foreign nurses to qualify for Registered Professional Nurse licenses in New York.

   During the 1969 legislative session Section 6921 of the Education Law was passed, authorizing the Commissioner of Education to contract with voluntary non-profit or municipal hospitals or with institutions of higher education in the State to provide courses in nursing to foreign-trained nurses to assist them in qualifying for professional licenses.

10. The Legislature provide funds for stipends of $2,500 per year for Registered Professional Nurses who wish to earn the bachelor of science degree to qualify for graduate study leading to the teaching of nursing.

    A bill sponsored by the Regents to provide annual stipends to Registered Professional Nurses desiring to qualify for graduate study was not passed by the Legislature.

11. The existing traineeship program for graduate study in nursing be discontinued and be replaced by a new traineeship program with more adequate financial incentives.

    a. Awards be made for full-time or half-time study in all approved graduate programs of nursing in New York institutions. Such programs may be on the masters or doctoral level.

    b. All graduate students in nursing who meet the academic and residence requirements for Scholar Incentive Awards be eligible to hold traineeships.

    c. The level of support consist of tuition and education fees plus a maximum stipend of $2,500 for full-time study. In addition, there be an allowance of $500 per dependent child for the full-time trainee (no more than two such children may be claimed), and $250 per dependent child for the half-time trainee (no more than one such child may be claimed). Stipends be determined on the same basis as described for the proposed Regents Graduate Fellowships.

    d. Tenure of awards be limited to two years for full-time study and four years for half-time study.

A bill sponsored by the Regents to amend the present graduate nursing traineeship program was filed, but not passed, during the 1969 legislative session. It will be resubmitted in the 1970 session.

12. A program of direct financial assistance, administered by the Regents, be extended to dental schools for the increase of enrollment comparable to the program now operating in medicine.

Authorization to make such awards was passed by the Legislature in the 1969 session. Contracts with two schools of dentistry have been proposed and are presently being studied. Before the program is expanded, the comprehensive study of dentistry, as outlined by the Regents, should be undertaken. The Regents believe that both the program of aid in dentistry and aid to private medical colleges should be transferred from the jurisdiction of the State University to the Regents.

13. A study be made of the need for additional medical educational services in the State. The responsibility for the existing programs of financial assistance to private schools of medicine be transferred from the State University to the Regents and consideration be given to the expansion of this program.

The question of planning for medical educational services is being actively pursued by the New York State Health Planning Commission with full participation from the Education Department.

As noted above, the existing program of aid has not been transferred to the Regents, and it is felt that this is imperative. It presents a basic conflict of interest for the State University. The Regents believe that all programs of categorical aid should be centralized in an agency of the State Education Department.

14. As recommended in the Post Vietnam Planning Committee Report to the Governor, there be recruitment, retraining, and employment of military trained para-professional personnel in the health and medical sciences.

Presently, the armed forces constitute the primary source of training for para-professionals in the health and medical sciences. Every effort should be made to channel discharged personnel into opportunities available in the State.

Also, reference is made to sections in this report dealing with progress being made by the three components of higher education in meeting manpower needs in the health sciences and in new programs.

15. There be established a Trainee (Fellowship) Program for full-time graduate study in Engineering, awarding stipends of $3,000 to students and cost of education allowances to the schools of $3,500.

This program is still considered to be desirable, but funds do not appear to be forthcoming for this program at this time.

16. There be established a program of New York State Professorships in Engineering, each chair to receive State support of $25,000 in salary and $5,000 for supporting services.

The program is still considered to be desirable, but funds do not appear to be forthcoming for it at this time.

17. There be established regional, closed-circuit, talkback television networks for the expansion and improvement of part-time, industrial student, graduate programs in Engineering.

A pilot project related to possible development of a statewide closed-circuit television talk-back network for the provision of graduate instruction to part-time students in engineering and technology has been proposed in the 1970-71 Budget. The problems of encouraging industrial development and keeping current the skills of the State's engineers are ones which the Regents believe must be faced immediately through this program.

18. There be State financial assistance to institutions to provide improved computer services, instructional space, and equipment for graduate engineering.

Although this program is still considered to be desirable, it has been decided to delay it as being of a lower priority than other needs for higher education.

19. A study be undertaken of social work programs in two- and four-year institutions to determine how they may most effectively contribute to the practice of social work.

A committee drawn from the field has been established to review the outline submitted and to provide general guidance for the researchers. Results should be reported in the next Progress Report of the Regents.

20. Additional programs be established in the Rochester area, in the Mid-Hudson, and in the northern region.

In establishing new programs there should be exploration of a variety of administrative arrangements including interinstitutional cooperation, contractual agreements, or other forms.

The location and level of programs to be established in any given area requires extensive study. Pending the completion of the report recommended in No. 19 above, no particular action has been taken on implementation of programs for particular regions. The Regents, however, reaffirm the concepts of interinstitutional cooperation, contractual agreements, and other methods of utilizing existing programs as devices to achieve maximal benefit at minimal cost.

21. A program of State support be provided to permit existing institutions offering programs in social work to enlarge facilities and to receive annual grants for institutional purposes in order to permit the rapid enlargement of enrollment of students, particularly at the graduate level.

Continuing experimentation be encouraged regarding the nature and content of existing programs of social work education.

This is the subject of budgetary proposals in the Education Department 1970-71 Budget.

22. The Legislature provide direct grants to enable institutions to admit increased numbers of opportunity students and to extend the services necessary so that they may succeed in higher education.

    The Legislature provided $5 million for the higher educational opportunity program to be administered directly through the Education Department. This was a most gratifying step and, it is trusted, a forerunner of the consolidation of categorical aid to institutions for specific purposes being transferred to the Regents control.

23. Each college and university in an urban community be encouraged to reserve a percentage of freshman, non-residential students approximately equal to the percentage of the urban community designated as disadvantaged.

    a. A vocational counseling center and college placement assistance center be established at which economically disadvantaged youth may register and be matched with openings at participating colleges and universities.

    b. The State Education Department undertake, with the assistance and cooperation of the higher education community, a study of nontraditional methods of college admissions.

    c. There be funded 2,000 Regents Opportunity Scholarships in a program designed to identify and encourage students from low-income families who are entering the tenth grade and have high promise of success in college study.

    It is too early at this time to report the progress made by institutions toward implementation of this recommendation. The recommended 2,000 Regents opportunity scholarships were not funded by the 1969 Legislature but will be proposed again in 1970.

24. A continuing study be conducted of the teaching and learning processes in order to continue improving the content of teacher education programs.

    Preliminary steps have been taken to outline the study proposed above. Results should be reported in the next progress report of the Regents.

25. The Legislature appropriate the sum of $1,000,000 to stimulate interinstitutional cooperation, private and public.

This program was not funded by the 1969 session of the Legislature but is being requested in the Regents 1970 Budget.

26. A legislative appropriation finance as intensive study of continuing education in higher education so that a long-range effective Master Plan may be developed.

A request for 1969 budget funds to carry out the indicated long-range study was not granted. However, from funds granted earlier, a study of limited scope and in liaison with the State University Independent Study Program, will seek to find ways to increase the popularity of home study, and to make colleges and universities aware of the quality and usefulness of non-classroom instruction. In fiscal 1970, $200,000 will be requested for the recommended study.

27. Each institution independently and in cooperation with other institutions develop as a part of its planning and budgeting processes plans for continuing higher education consonant with its own strengths and purposes.

There is no progress as yet to report on this recommendation.

28. Each college and university continue to build a strong library program to support its objectives and goals, giving particular attention to the development of adequate resources on each campus and in conjunction with other institutions.

    a. Each institution of higher education, public or private, be an active member of a reference and research library resources system and make full use of statewide library services provided through the 3 R's program, such as the New York State Inter-Library Loan Network.

    b. The State establish a research library collection improvement fund of $2,000,000 annually to provide grants to research resource centers in the New York State Inter-Library Loan Network, a substantial portion of these funds to be used to strengthen the research collections of the New York Public Library.

c. Joint plans for electronic data processing applications to library services and communications networks to assure compatability between the State University, the City University, private colleges and universities, and the State Library in its development of the 3 R's program. National programs, such as the Network for Knowledge and the several programs for automation in the Library of Congress, also be related to developments in New York State.

At the present time, almost all public and private institutions of higher education are active members of the Reference and Research Library Resources System (3 R's).

With respect to the New York State Inter-Library Loan (NYSILL), which is a component part of the 3 R's system, a study entitled Inter-Library Loan in New York State, completed in February, 1969, includes the following findings:

a. Overall volume of interlibrary loan in New York for 1968 may be estimated at 640,000 requests, of which about 83 percent were filled.

b. All subject fields are treated by NYSILL; the most common ones are medicine, education, and the traditional academic disciplines.

c. NYSILL serves a large number of institutions. More than a quarter of all requests come from small public libraries located in and around New York City. Heavy academic use comes from the area centering on Albany.

d. The State Library is an especially important resource for requests from the Metropolitan New York City region.

e. Multi-library interloan systems are growing at an extremely rapid rate.

The research library collection improvement fund, recommended (28B) by the Regents, was removed from the 1969-70 budget. However, it is planning to introduce separate legislation providing for appropriation of this fund during the 1969-70 legislative session. Currently, joint electronic data processing programs exist only between the State Library and the State University of New York. This is, however, a matter of active concern.

29. All institutions investigate the applicability of new technological devices designed to assist in instruction, such as multi-institutional systems of Computer Assisted Instruction, in order to provide greater opportunities for individualized instruction and study.

As an indication of partial progress a report of a study of Title VI-A, Higher Education Act of 1965, may be offered. Title VI-A provides matching funds for the purchase of laboratory and audio-visual equipment and classroom materials for the improvement of undergraduate instruction. An intensive review of the four years of this Title in New York State has been made. The investigators found that:

a. Equipment and materials supported by Title VI-A are parts of continuing plans for instructional improvement. Student and faculty reaction to the projects is highly favorable.

b. Technology places increased demands on faculty time. Innovation in the use of equipment is largely dependent upon the extent to which basic media services are provided by an institution. Few instructors received adequate technical assistance in the maintanence of equipment and in the production of instructional materials for use with the equipment.

c. Some difficulty has been experienced by faculty in obtaining release time for instructional development on an equal basis with time for scholarly research and publication.

d. College faculty and administrators involved with Title VI-A projects look to the State Education Department for assistance in continuing the application of technology to instruction. Where media services are scarce or non-existent, they seek guidelines for initiating a program for obtaining qualified administrative and technical personnel. They want more information on the availability and location of "software" and on means for judging the value of these materials. Last, but of at least equal importance, they ask for State Education Department sponsorship of institutes, seminars and workshops directed at improving faculty understanding and competence with regard to modern instructional techniques.

Section 2, Regents Projects and Studies

The Regents, in coordinating higher education, rely heavily on the results of projects and the findings of research studies. This section contains comment on completed and proposed projects in priority planning areas.

1. Components of Higher Education Planning in New York State

Planning is generally considered to be the principal means by which higher education will be able to effectively meet the heavy demands which will be thrust upon it in the next decades. What is not so commonly agreed upon is what constitutes the elements, or components, of planning: the means by which the planning process should be implemented.

In order that the Regents may be better able to carry out their constitutionally assigned responsibilities of leadership and coordination in higher education planning, as in other educational areas, it is desirable that they, and their executive arm, the Education Department, should have currently available to them a global picture of the needs of society, the objectives of the institutions of higher education, the magnitude of the tasks, and the extent of the resources available with which to accomplish them. To this end, it is desirable that planning in higher education should be carried out in a uniform, regularized manner common to all institutions, public and private.

The Regents here set forth components of planning, in a tentative suggestive way, fully realizing that much more thought, discussion and work needs to be done before the particular activities inherent in each component can be specified, and cognizant of the fact that even the setting forth of components inevitably reflects a certain philosophy, a certain implied set of values and priorities, toward higher education, with which not all will agree, and which, if and when accepted and adopted, cannot help but have a lasting impact upon the planning process in particular, and higher education in general in this State.

The eight components of planning are: (1) Needs, (2) Goals, (3) Programs, (4) Enrollments and Admissions Policies, (5) Finance, (6) Facilities, (7) Faculty and (8) Time Factor. The brief discussion of each which follows is intended only to stimulate thought and interchange of ideas; more detailed statements of the specific activities involved in each, molded by the contributions of the higher education community during the coming year, will appear in the 1970 Regents Progress Report. Once adopted, all colleges and universities will be expected to develop their planning documents in such a manner that there (or other) components will be clearly identifiable, and so that objective Regents assessments can be made of them.

a. Needs

The first question which is usually raised when a proposal is made to increase the total higher education resources in a state is related to need; this, however, is a factor which may be difficult to measure. Especially is this true in those areas such as the liberal arts and the humanities, which are more likely to accrue intangible benefits to the individual than tangible gains to society in general. Whatever the limitations in measuring need, however, the necessity for establishing quantitative criteria exists, if the higher education community and the Regents are to make realistic defensible judgements as to the need for new institutions and new programs.

Planning, insofar as needs are concerned, requires an analysis of those problems existing in society to which higher education may offer a solution, and then the devising of a purposeful, organized campaign on the part of the colleges and universities that will result in identifying and providing such solutions. Planning must weigh social priorities, supply and demand, in terms of fiscal and personnel resources. As needs are defined, the role and scope of activities of higher education, within a given period of time, will also tend to be defined.

b. Goals

Theoretically, there are two sets of goals which guide the higher education community: the goals which each institution has established for itself, as many and diverse as the institutions operating in the State; and goals which society, through its elected and appointed representatives, has indicated should be the concern of higher institutions. Institutional goals should be specific, interrelated, attainable, and consequently measurable. Societal goals are more general, more difficult to attain and assess. In terms of statewide planning, the goals of the public institutions particularly should be responsive to, and compatible with, the goals of the society which supports them. Private institutions, as essentially private enterprises, are less obligated to relate their objectives to society. But with the increasing willingness of society to subsidize non-public institutions, there are occasions for the programs of private institutions to be reviewed under the same circumstances as are programs proposed by public institutions. In fact, the Regents legally mandated role as coordinator and policy maker for all of the State's resources in higher education dictates that this be done.

c. Programs

The types of programs offered by an institution are working manifestations of its goals, the vehicles by means of which goals are accomplished. Realistic planning dictates that programs should be related to the objectives and consistent with the goals of the institution, and that this relationship be reflected in proper design.

d. Enrollments-Admissions Policies

The policies an institution adopts regarding the type and number of students to be admitted are indicators of the qualitative and quantitative directions of the institution. The admissions policy reflects the expectations of the faculty as to the competence which the student body should possess. The higher the expectations, the smaller the student body will be. Enrollment projections describe the limits which the institution has established for itself, and collectively represent the future educational opportunities for potential students.

The importance of enrollment figures in planning is self-evident. Enrollment figures tell what the institutions are capable of providing. If the total enrollment projected by all institutions is less than the potential enrollment of the State, some far-reaching decisions will have to be made concerning opportunities for the excess students. If total enrollment projections exceed the potential enrollments, decisions of another sort will be necessary. The difference between projected enrollment and projected college-bound population becomes the problem for which planning may provide alternative solutions.

e. Finance

The essence of public fiscal planning is the allocation of tax dollars to their most productive uses. This can be accomplished only by establishment of priorities. How rapidly these priorities may be achieved is determined in the process of financial planning, which is itself dependent on an informed educational community, attuned to the fiscal capabilities of the State, and legislative and executive agencies charged with budgetary responsibilities aware of the need for development of balanced, educationally sound programs. Continuous exchange of information on both sides can prevent the development of unrealistic, over-idealistic programs on the one hand, and the stifling of educational imagination in development on the other.

Educators differ on how far a master plan should detail the costs of programs proposed by the plan. One viewpoint is that a plan is purely an educational document, and as such not concerned with the means of financing. Another is that the financial implications are important guidelines to a plan, but only in broad terms. The third viewpoint insists that master plans must include detailed financial estimates.

f. Facilities

The physical facilities of an institution, both existing and proposed, indicate how many students will be accommodated. This component has several ramifications, chief of which is financial. Since much facilities construction is financed through public or quasi-public funds, those responsible for allocating monies must be aware of anticipated expenditures. There is the question of where facilities will be constructed or expanded. For example, one of the key criteria for new construction, especially in the two-year college field, should be a sharply defined future demand for higher education in the region where the institution is to be located. The importance of geographical location cannot be overlooked when four-year college and graduate school construction is planned.

g. Faculty

The number of faculty who can be expected to teach in higher education institutions is a controlling factor in plans for expansion, new programs, and new institutions. Plans and proposals for institutions and programs indicate the dimensions of faculty need; what is not so evident is the source from which needed faculty are to be recruited. In a democracy, it is not possible to program people into specific occupations - thus, the supply of faculty is likely to directly correlate with the attractiveness of the profession. Of the various components, this is probably the most difficult to gauge in terms of supply and demand.

h. Time Factor

No set of plans, no matter how well conceived and researched, can be implemented successfully on a blanket basis. Timing of the implementation of the various facets of the plan is vital to the success of the planning process. Outside factors, such as availability of money, facilities, and faculty, as well as political considerations, can affect scheduling. A well-planned timetable will provide the flexibility to insure that educationally valid goals will not be mutilated or lost because of changes in availability of resources.

Whenever a new institution or program is considered, the time from the decision to commit resources to the time the institution or program is to officially commence, or "lead time", should be adequate in order to consider carefully all of the conceivable ramifications of what is being proposed.

Conclusion

The components which have been suggested can be grouped according to five general questions for which a master plan attempts to provide answers:

(1) What problems confront society (needs)?

(2) What is to be accomplished (objectives and goals)?

(3) What conditions are required to achieve the objectives (enrollments, programs, staff, plant, and equipment)?

(4) How can the plan be funded (anticipated income, desired level of funding, means for achieving the difference)?

(5) How can the plan be implemented (procedures, organization, timetable)?

Traditionally, and legally, boards of trustees have the responsibility of governing their institutions. In New York, the trustees of each private institution, the trustees of the State University and the trustees (Board of Higher Education) of City University are all similar in the respect that they alone have been charged with insuring the continuity and viability of their institutions. It is the role of the Regents to coordinate the efforts of each institution into some meaningful whole, rather than to act as a super-board of trustees, attempting to govern higher education in the State on a grand scale.

2. Graduate and Graduate-Professional Education

The 1967 Progress Report contained data on projections of doctoral output and migration patterns of new doctorates. It predicted that a comprehensive assessment would be made of the capacity of New York State to produce doctorates and that this assessment would be measured against the estimated demands for doctorates. The purpose of the study of graduate education is to determine whether or not an expansion of university level resources in New York State is necessary and what the cost of any such expansion will be to the State. Because of the disproportionately high investment of time and money involved in establishing new doctoral programs, the Regents directed that the study be thorough, with the time limits determined only by the requirements of the study itself.

In January 1969 the Office of Higher Education Planning outlined an approach to the problem before a meeting of the Advisory Council of Graduate Deans. A Steering Committee was selected from that group and has worked with the Office of Higher Education Planning in developing a study outline calling for a two-phased report.

Phase One will contain information that can be gathered by investigation into published material. Interviews will be conducted with distinguished persons in business, education and government, the three sectors employing the greatest number of Ph.D.'s. A profile of New York State's status in graduate education will be drawn up for the past decade and projected into the next decade. New York will be compared to the other states, not only statistically, but in the quality of its graduate education. How well the present supply of doctorates meets the demand will be estimated. The first report on this section of the study is due in November, 1969, and the second in March, 1970.

The study will determine the number of Negro and Puerto Rican graduate students enrolled, as well as the number of foreign students. The study will report the resources in New York's graduate education and what plans exist for expansion. The nature of institutional planning will be explored and the employability patterns of Ph.D.'s over the last five years will be examined. Whether or not there are plans for terminal degrees other than the doctorate will be reported.

The report will answer these major questions. How can expansion of public and private resources be coordinated? How do the institutional plans for expansion of resources compare with the prediction of the demand for graduate education by 1980? What programs, if any, need to be expanded? What will be the cost of graduate education in New York by 1980?

The final report will be presented before March 31, 1971.

3. The Mid-Hudson Higher Education Needs

A research study of the higher education needs of the Mid-Hudson region has recently been completed for the Comisssioner's Task Force on the Mid-Hudson. The results of the study are summarized here; the entire report, Higher Education Needs in the Mid-Hudson Region, is currently available.

Earlier work in this area was Old Shapes, New Forms: Higher Education's Responsibility in the Mid-Hudson, completed in March, 1969, by Campus Facilities Associates and a study by Arthur D. Little, Inc. in 1966. In Fall 1968, the Task Force directed the Office of Higher Education Planning to undertake another study of the regional needs in graduate education, with particular attention to the needs of teachers and persons in industry.

The Problem

The Mid-Hudson region contains seven counties: Columbia, Dutchess, Greene, Orange, Putnam, Sullivan and Ulster. This region experienced remarkable industrial growth during the past decade. From 1963 to 1966, manufacturing employment covered by unemployment insurance expanded by 18 percent, compared with a 5 percent gain for the State as a whole. This stimulus has been in part responsible for the growth in population, 18 percent between 1960 and 1967. According to projections of the Office of Planning Coordination, the population will climb from two million in 1970 to four million by 2000 and nearly six million by 2020.

This growth has increased pressure on all higher educational institutions. During the five-year period from 1970 to 1975, the college age group will expand by 24 percent in the seven counties compared to an increase of 13 percent for the rest of the State. This, along with the rapid growth of industries employing persons who want and need opportunities in higher education, has created the problem to which this study addressed itself: to determine how adequately the needs for higher education in the Mid-Hudson were being met.

Findings

a. Teaching

Twenty-three percent (2,054) of the Mid-Hudson teaching personnel were enrolled in graduate courses, 68 percent of these in schools of the Mid-Hudson region, almost all at New Paltz. The public schools report 5,778 teachers who do not have the master's degree, ranking the Mid-Hudson below the regions to the north and south and well below the statewide average. In addition, 147 faculty members among the eight Associated Colleges of the Mid-Hudson do not have the master's degree; however, most of them are in the creative arts and in technical courses at the community colleges. Sixty-five percent of the school principals surveyed stated that graduate education opportunities were inadequate in the Mid-Hudson area. Fields that were named most frequently were those not now offered at New Paltz.

b. Industry

Thirty-two percent of the 405 employers surveyed responded, representing 27,853 persons, or 32 percent of the entire Mid-Hudson work force in business and industry. For purposes of comparison, the results of the IBM survey were separated from the rest. Excluding 6,400 college graduates employed by IBM, 5 percent or 6,679 of the work force was found to hold the bachelor's degree. This number constitutes the estimated potential for the support of graduate education.

Sixty-six percent of the responding firms want their employees to take graduate courses, but only 33 percent are subsidizing employee education. Almost half of the firms prefer non-degree courses; 40 percent favor a master's level program, and 6 percent want the doctoral level. Engineering is the program most needed, with mechanical, electrical and chemical specified in that order as most desirable. Business and Commerce, as a combined field of study, rates behind engineering, followed by trade and industrial training.

The largest segment of the Mid-Hudson work force that would support an engineering program are the 3,800 IBM engineers with the first-level degree; other responding firms reported only 461 engineering degrees.

c. Students

Employed persons would, in most cases, be part-time. Fifty-seven percent of the Mid-Hudson residents of the college Class of 1969 reported that eighty-seven percent plan to do graduate work; that seventy percent would prefer the Mid-Hudson area if appropriate programs were available; that the enrollment potential for support of a graduate program is 401 (identical to the total of the previous year).

A large sample of Mid-Hudson residents was reached through the four community colleges and the several private two-year colleges. Of this population contacted thirty-five percent replied. Of those accepted for transfer by a four-year college, 123 plan to go on to graduate work in the Mid-Hudson, and 217 plan to study outside, but would prefer a Mid-Hudson program; a potential of 340 students for a graduate program in the area. To this number will be added the residents of the area now attending four-year colleges, so that the eventual number should approximate 400 and correspond to the totals of the Class of 1968 and the Class of 1969. Student interest supports the demand of teachers for education courses and of employers for Business and Commerce. There appears to be no student demand for engineering, perhaps because there are no undergraduate engineering programs, and those interested in engineering plan from the first to go elsewhere.

Interviews held with persons in the region who were in a position to offer judgment on the educational needs of the Mid-Hudson community produced the following priority ratings: In top position was graduate education in the health professions, stemming from the concentration of hospitals and clinics in the Mid-Hudson. Business and Commerce received the second highest priority rating; education, third; and engineering, fourth. Mathematics and the physical sciences were rated behind engineering and allied with it as necessarily related fields. Psychology, social sciences, and library science completed the top ten priorities. The Fine Arts was a field frequently mentioned as desirable, but not critically needed.

THE REGENTS POSITION ON THE MID-HUDSON HIGHER EDUCATION NEEDS STUDY

The Regents have received the report and have it under consideration.

4. The State's Needs in Dentistry

In its Master Plan for 1968, the State University of New York recommended that "an additional school of dentistry within the University be established at the Upstate Medical Center to augment the opportunities now offered at Buffalo and planned at Stony Brook." In its review of the Master Plans of State University, City University, and the plans of private colleges and universities, the Regents, in their 1968 Statewide Plan, took the position that no action should be taken pending further study. This section concerns that further study.

A research outline, contained on the following pages, has been prepared by State Education Department staff, and approved by a statewide committee representing New York State dental education and the dental profession. The study is to be initiated in late 1969 or early 1970, and is to be carried out by Department research staff and a special consultant representing the dental profession.

5. Music Education

In summer 1969, representatives of several higher institutions offering various types of music programs - artistic, pedagogical, and general - met to discuss some of the problems facing music education. The discussion revolved around three main topics: (a) music education for performing artists; (b) preparation of teachers of music; and (c) music within the general liberal arts curriculum.

The general tenor of the meeting was one of concern voiced by those institutions engaged solely or primarily in the preparation of performing artists. Because all of these institutions are privately operated, there is some apprehension over the possibility of public institutions establishing similar programs. The pool of talent appears to be relatively small and may not warrant additional educational facilities. Regarding the preparation of music teachers and liberal arts music courses, the relationship to general courses in single-purpose private institutions is also unclear.

In order to clarify these issues and to plan for the maximum utilization of all the State's resources in higher education, it appears desirable to retain, in the near future, a consultant to undertake a study of this field.

6. Barriers to Higher Education

The 1966 Regents Progress Report commented on a survey conducted by the Office of Planning in Higher Education for the purpose of examining the success of high school graduates in being admitted to college. A representative sample of 10 percent of the statewide high school enrollment was drawn for this study. The results showed that 90 percent of the students in the first three quartiles were successful in obtaining admittance to an institution of higher education.

The following year a survey was conducted by the Bureau of Research in Higher and Professional Education which included 83 percent of all the secondary schools in the State. The findings revealed that approximately 9 out of 10 high school graduates were successful in obtaining acceptance by a degree-granting institution. Ninety-three percent of all New York State graduates who ranked in the top half of their senior class were accepted by at least one higher education institution. Seventy percent of all graduates in the lowest quartile of their class, who applied to college, were accepted. Approximately one-fourth of the top-half of the graduates failed to apply to any college.

Certain variables presenting barriers for students seeking further education could not be investigated in the foregoing studies. As a result, the Regents indicated their desire for an in-depth study designed to examine a number of variables. Therefore in 1968, a study was undertaken by the Bureau of Research in Higher and Professional Education which attempted to ascertain the reasons for the loss of talented students from the formal educational structure. This particular study is being conducted in three phases. The findings of the first phase have appeared in the publication entitled, A Longitudinal Study of the Barriers Affecting the

Pursuit of Higher Education by New York State High School Seniors, August, 1969. The second phase of the study, which is now in progress, involved a follow-up of the original respondents by questionnaire. The final phase of the study will incorporate personal interviews with the respondents. It is anticipated that all three phases will be completed by the spring of 1970.

The questions of major concern which were posed to this sample of New York State seniors dealt with their post high school plans, familial economic factors, proximity to institutions of higher education, scholastic standing, peer values and influences, familial values and influences, impact of the secondary school guidance program, social class and sex. A total of 5,175 seniors in 101 public schools in New York State were administered a questionnaire in June, 1968. It was found that:

a. Approximately two-thirds of the students studied reported plans to continue their education in September 1968.

b. Significantly more boys than girls planned to go on to school, girls from the upper quartile less likely to attend college than boys from that quartile.

c. There was an obvious trend among the graduates to select publicly supported institutions within the State.

d. If a student decided to submit an application to a private institution, he was more likely to apply to a school outside of New York State. Publicly supported institutions outside of the State had relatively low attraction for these seniors.

e. The probability of rejection tended to decrease as the number of applications submitted increased; the greatest probability for rejection occurred for individuals filing only one application.

f. The familial relationship between social class and college interest was again demonstrated, for the higher the student's socio-economic class, the greater was the probability that he would file an application.

g. There was a close relationship between class rank and scores on the Regents Scholarship and College Qualification Test and between social class and achievement on these variables.

h. College-bound seniors received significantly more individual guidance and counseling in their high schools than did non-college bound students.

i. Parents exerted the greatest influence upon a student's future plans. Both boys and girls not continuing their education sought counsel from individuals outside of the school establishment.

j. Parents were somewhat more reluctant to assume financial obligations for their daughters' future education than for their sons'.

k. The financial barrier did not seem to prevent enrollment plans, but may be more closely related to college attrition than to the decision to attend college.

l. Proximity to an institution of higher education did appear to boost the college-going rate when a four-year institution or a two-year and four-year institution were close to an individual's home.

THE REGENTS POSITION ON THE BARRIERS TO HIGHER EDUCATION STUDY

The continuing evaluation of the barriers affecting the pursuit of higher education is a necessary first step toward their removal. The Regents expect to offer specific recommendations upon the completion of the study.

Section 3, Regents Amendments and Synthesis of the 1969 Progress Report

Of the two things this section is designed to accomplish the first is to set forth the amendments which the Regents believe should be made to their 1968 Statewide Plan. These amendments either replace earlier proposals and recommendations set forth by the Regents or they modify the proposals and recommendations in the light of new problems, issues and challenges facing the higher education institutions of the State. The second phase of this section is concerned with bringing into perspective higher education today as seen by the Regents. This perspective is the result of the reports made by the several sectors of higher education to the Regents, the special studies commissioned by the Regents on which reports have been made, and the considered judgments of the Regents regarding the future courses of higher education in New York. The second phase of this section is intended to place in sharp relief the Regents over arching concern and responsibility for promoting, expanding and developing higher education in the State.

a. Amendments

The following amendments are made to the Regents 1968 Statewide Plan. These are the amendments to those proposals and recommendations which the Regents made in their 1968 Statewide Plan in their analysis and synthesis of the reports from the State University, the City University and the private colleges and universities. The amendments made here come about as a result of the research studies conducted for and by the Regents of the state of affairs one year after the 1968 Statewide Plan. These amendments are:

(1) Original Recommendation No. 6

A special committee be named to study the future financing of the City University and its relationship with the State. The Regents invite the Governor of the State of New York and the Mayor of the City of New York to join its Chancellor in selecting the members of the Committee.

Replaced by:

The Regents recommend the naming of a Select Committee to study the future financing of higher education in the State.

(2) Original Recommendation No. 20

Additional programs be established in the Rochester area, in the Mid-Hudson, and in the northern region.

Replaced by:

Additional programs be established at times and in regions found to be most appropriate.

The Regents are concerned that no action has been taken by either the public or the private universities in response to the Regents request, in their 1967 Progress Report, for action to develop plans and provide opportunities for the study of Optometry in this State. As the 1967 report stated, "New York faces a special deficiency in the case of preparation for the practice of Optometry ... With a population the size of New York's the deficiency should be properly remedied."

The failure of the public institutions to take initiative makes is necessary for the Regents to initiate a study of the most efficient and economical alternative to provide such service, among them the possibility of a contract with either a private or public institution.

b. Synthesis

The events of the past year have led the Regents to make this expression of reaffirmation and of concern: they reaffirm their commitment to expand and develop higher education.

The first part of that reaffirmation is comparatively simple, and the Regents are satisfied with the progress made, that of expanding opportunities. Greater numbers of students have entered into the State's higher education institutions, at a rate approximately the same as has been true over the last few years; more students previously denied the opportunity to higher education because of financial constraints have been provided with the means to pursue such an education; new schools have opened, and only the spectre of a steadily worsening inflation causes the Regents any concern in the area of expanding opportunities.

Insofar as the development of higher education is concerned, the Regents are much more concerned. If to expand higher education is to increase the numbers of students, to develop higher education would seem to mean to make higher education more meaningful: of a richer and more enduring quality. Because the development side is so much more difficult planners frequently emphasize expansion, taking for granted that that which is bigger is better. That this is not true has been all too well seen in the 1960's. There are many signals that the clientele of higher education is disenchanted with quality of the product. Therefore, the Regents are searching for ways to make the process of education more responsive to those enduring qualities of scholarship and intellectual inquiry. The Regents challenge the higher education institutions, students and citizens of the State to re-examine the purpose of learning and discovery; to re-dedicate themselves to the concept of creativity and to make our institutions of learning places which generate and radiate a new hope in the national and international dream.

Section 4, The Status of Higher Education: Past, Current and Projected

This section presents a statistical description of higher education in terms of students enrolled and degrees awarded, faculty employed and facilities constructed, and financial resources expended during the academic year 1968-1969. The accompanying tables also include data for the academic year 1967-1968 for comparative purposes.

The projected figures for the years 1970, 1975, and 1980 and the actual figures for 1968 are presented in companion tables. It should be noted that detailed projections for all items are not available, due primarily to the lack of discernible trends. With the development of a more adequate data base, now underway, this deficiency will be corrected in future reports.

1. Enrollment

The major categories of enrollment in higher education institutions are: type of attendance, full-time, part-time; type of institutions, four-year or more, and two-year; control of institution, private and public; and level of program, undergraduate, first professional and graduate.

The total full-time and part-time enrollments are presented in Table 3 by degree level and by type and control of the institution.

A comparison of total college and university enrollment in New York State in the Fall of 1968 with the previous year presents a pattern of continued growth in the major categories as shown in Table 3 . The total degree-credit enrollment of 687,241 in 1968 represented an increase of 46,000 students over 1967, an increase of approximately 7 percent. This corresponded to the previous annual rate of increase of 7 percent, although numerically the increase was greater.

As might be expected, variations in the overall patterns are observed when enrollments are viewed by type and control of institution. A case in point is the private two-year college category where the full-time enrollment is decreasing more rapidly than the part-time enrollment is increasing, resulting in a new decrease of 135 students, or approximately 2 percent.

In a similar manner, the overall increase in graduate enrollment does not reveal the fact that full-time graduate enrollment decreased slightly while part-time graduate enrollment increased dramatically.

These examples demonstrate the necessity for analyzing full-time and part-time enrollments separately.

Table shows that full-time degree credit rose to 421,511, an increase of more than 25,000 or approximately 7 percent. This represented a decrease in the annual growth rate, but it should be noted that a decrease had been projected.[1] Part-time enrollment, which for the past few years had exhibited a moderate increase, increased dramatically from 243,568 to 265,730, an increase of more than three times that of the previous year. The four-year colleges had been registering a decline in part-time enrollment since 1965; however, the 1968 figure surpassed the 1965 figure. Upon closer inspection in terms of degree level, it may be seen that the reversal in the four-year colleges was the result of a significant increase in part-time graduate enrollment. Undergraduate enrollment in four-year institutions continues to decline, while conversely, part-time enrollment in two-year colleges continues to increase.

For the first time, the number of full-time students enrolled in public institutions was greater than the number enrolled in private institutions in 1968. Although numerically the difference is only 427 the event is noteworthy in that it had been projected to occur in 1970.

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[1] Enrollment Projections, New York State Higher Education 1968-1980, Office of Planning in Higher Education, State Education Department, University of the State of New York, Albany, New York - 1968

The private four-year colleges continue to enroll more full-time students than do the public four-year colleges, but the gap narrows each year. In 1967, the difference was 74,195; in 1968 it was 70,440.

In terms of full-time graduate enrollment, this is not true; although the private colleges exhibited a very slight increase, the public institutions collectively evidenced a slight decrease. There is no evidence to explain this phenomenon, although the changes in the Selective Service Regulations may have been an influence.

The public two-year colleges continue to expand rapidly as evidenced by the growth rate of 17 percent. This is due in part to the base for calculating growth rate. For example, the numerical growth of the public two-year colleges was quite similar to the public four-year colleges. Yet the rates are 17 percent and 7.6 percent, respectively.

Of the total full-time figure, 148,758 students, or approximately 94 percent, were enrolled at the undergraduate degree level, 2 percent, at the first professional degree level, and the remaining 4 percent, at the graduate degree level. The corresponding distribution for City University is 96 percent, less than one-half of 1 percent, and 4 percent respectively.

The 7 percent full-time growth rate of City University in 1968 was considerably lower than that for the State University in 1968. However, the increase was significant in that it was considerably higher than the previous annual increase of 1.3 percent. As may be seen in Table 3, the full-time enrollment increased from 48,978 in 1967 to 52,369 in 1968.

Table 3, Actual Total Degree Credit Enrollment by Degree Level and Control of Institution for the Years 1967, 1968 and Projected to 1980

Degree Level and Control of Institution	Actual						Projected			Full Time Percent Change			
	1967 F-T	1967 P-T	1967 Total	1968 F-T	1968 P-T	1968 Total	1970 F-T	1975 F-T	1980 F-T	1967-1968	1968-1970	1970-1975	1975-1980
(1)	(2)	(3)	(4)	(5)	(5)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
1. New York State Total	395,832	243,568	639,400	421,511	265,730	687,241	475,880	615,920	750,440	6.5	12.7	29.7	21.8
Private Col. and Univ.	205,528	102,971	308,499	210,592	105,918	316,510	223,700	256,100	288,700	2.5	6.2	14.5	12.7
Four-Year and Over	199,270	101,792	301,062	204,692	104,515	309,207	218,000	249,100	280,500	2.7	6.5	14.3	12.6
Two-Year	6,258	1,179	7,437	5,900	1,403	7,303	5,700	7,000	8,200	-5.7	-3.4	22.8	17.1
Public Col. and Univ.	190,304	140,597	330,901	210,919	159,812	370,731	252,180	359,820	461,740	10.8	19.2	43.2	28.3
State University	141,326	83,587	224,913	158,550	100,652	259,202	192,900	286,080	368,380	12.2	21.1	49.0	28.8
Four-Year and Over	75,797	18,215	94,012	81,883	23,697	105,580	95,920	143,180	196,580	8.0	18.8	47.2	37.3
Two-Year	65,529	65,372	130,901	76,667	76,955	153,622	96,980	142,900	171,800	17.0	23.7	50.7	20.2
City University	48,978	57,010	105,988	52,369	59,160	111,529	59,280	73,740	93,360	6.9	12.6	24.4	26.6
2. Graduate Total	36,361	85,107	121,468	35,872	99,345	135,217	44,200	68,100	90,300	-1.3	24.3	52.7	32.6
Private Col. and Univ.	26,255	54,617	80,872	26,598	60,989	87,587	28,000	36,000	42,000	1.3	5.3	28.6	16.7
Public Col. and Univ.	10,106	30,490	40,596	9,274	38,356	47,630	16,200	32,100	48,300	-8.2	78.9	93.4	50.5
State University	7,393	10,637	18,030	7,204	14,475	21,679	10,600	20,800	30,300	-3.6	52.6	89.1	45.7
City University	2,713	19,853	22,566	2,070	23,881	25,951	5,600	11,300	18,000	-23.8	170.5	101.8	59.3
3. First Professional Total	13,217	850	14,067	13,387	1,424	14,811	14,120	17,320	21,140	1.3	9.3	18.4	22.1
Private Col. and Univ.	10,634	850	11,484	10,740	1,423	12,163	11,500	12,500	15,000	1.0	7.1	8.7	20.0
Public Col. and Univ.	2,583		2,583	2,647	1	2,648	2,620	4,820	6,140	2.5	18.2	54.0	27.4
State University	2,583		2,583	2,588	1	2,589	2,440	4,280	5,580	.2	14.0	45.1	30.4
City University				59		59	180	540	560		205.0	200.0	3.7
4. Undergraduate Total:													
Four-Year	274,467	90,700	365,527	289,685	86,603	376,288	314,880	380,600	459,000	5.5	8.9	20.7	20.6
Private Col. and Univ.	162,381	46,325	208,706	167,354	42,103	209,457	178,500	200,600	223,500	3.1	6.7	12.4	11.4
Public Col. and Univ.	112,086	44,375	156,821	122,331	44,500	166,831	136,380	180,000	235,500	9.1	11.8	31.6	30.8
State University	65,821	7,578	73,399	72,091	9,221	81,312	82,880	118,100	160,700	9.5	15.5	41.8	36.1
City University	46,265	37,157	83,422	50,240	35,279	85,519	53,500	61,900	74,800	8.6	6.5	15.7	20.8
5. Undergraduate Total:													
Two-Year	71,787	66,551	138,338	82,567	78,358	160,925	102,680	149,900	180,000	15.1	21.7	49.2	20.1
Private Col. and Univ.	6,258	1,179	7,437	5,900	1,403	7,303	5,700	7,000	8,200	-5.9	-3.4	22.8	17.1
Public Col. and Univ.[2]	65,529	65,372	130,901	76,667	76,955	153,622	96,980	142,900	171,800	17.0	23.7	50.7	20.2

[1] Part-time enrollments have not been projected.

[2] Includes 6 Agricultural and Technical Colleges and 33 Community Colleges locally sponsored under the program of the State University of New York

2. Freshmen

An indication of the continued enrollment growth in institutions of higher education is the number of freshmen enrolled in a given year. Freshman enrollment also is an indication of how well the institutions are meeting the demands of the high school graduates. In the fall of 1968, the full-time freshman enrollment at the State University was equal to approximately 50 percent of the previous June's high school graduates in New York State, excluding New York City. This does not mean that 50 percent of the high school graduates were enrolled as full-time freshmen at the State University. Many high school graduates leave the State for an education.

To assess the number and geographic distribution of these out-of-state college students, the Office of Planning in Higher Education is conducting an annual nation-wide survey. The resulting information should prove to be of great assistance in assessing educational demand.

Table 4 presents the enrollment of freshmen in New York State institutions by type and control. The greatest increase from 1967 to 1968 was reported by the public two-year colleges and is due in part to the number of these institutions. Of more importance is the fact that the private four-year colleges and universities enrolled fewer freshmen in 1968 than in 1967. Although not shown in Table 4 , the decrease in the private four-year colleges was shared by the universities and graduate schools. Conversely, freshman enrollment in the private undergraduate and two-year colleges increased. The cause of this phenomenon is not known but is under investigation.

Actual Freshmen Degree Credit Enrollment by Control of Institution for the Years 1967, 1968 and Projected to 1980, Table 4

Institution by Type and Control	**Actual**						**Projected**		
	1967			1968			1970	1975	1980
	F-T	**P-T**	**Total**	**F-T**	**P-T**	**Total**	**F-T**	**F-T**	**F-T**
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total New York State Inst.	103,980	14,757	118,737	124,847	25,115	149,962	144,000	176,100	211,800
Private Colleges and Univ.	46,221	5,811	52,032	47,279	6,744	54,023	52,900	59,700	66,700
Public Colleges and Univ.	57,759	8,946	66,705	77,568	18,371	95,939	91,100	116,400	145,100
State Univ of New York	48,922	7,966	56,888	68,461	17,395	85,856	80,900	104,600	130,900
City Univ. of New York	8,837	980	9,817	9,107	976	10,083	10,200	11,800	14,200
Four Year Institutions	69,378	7,632	77,010	71,849	8,065	79,959	83,700	101,100	121,800
Private Colleges and Univ.	44,153	5,513	49,666	43,294	5,740	49,024	50,000	56,200	62,600
Public Colleges and Univ.	25,223	2,119	27,844	28,600	2,325	30,925	33,700	44,900	59,200
State Univ. of New York	16,388	1,139	17,527	19,493	1,349	20,842	23,500	33,100	45,000
City Univ. of New York	8,837	980	9,817	9,107	976	10,083	10,200	11,800	14,200
Two Year Institutions	34,602	7,125	41,727	52,953	17,050	70,003	60,300	75,000	90,000
Private Colleges and Univ.	2,068	298	2,366	3,985	1,004	4,989	2,900	3,500	4,100
Public Colleges and Univ.	32,534	6,827	39,361	48,968	16,046	65,014	57,400	71,500	85,900
State Univ. of New York	32,534	6,827	39,361	48,968	16,046	65,014	57,400	71,500	85,900

Source: Office of Planning in Higher Education

3. Degrees Awarded

The number and type of degrees awarded by the colleges and universities in New York are a major factor in evaluating the productivity of higher education. Table 5 presents the degrees awarded by level: Associate, Baccalaureate, First Professional, Master's and Doctoral. The first professional degrees are those which signify the completion of the academic requirements for selected professions, which are based on programs which require at least two academic years of previous college work for entrance and a total of at least six academic years of college work for completion. Examples are: Professional degrees in Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (B.D.), Veterinary Medicine (D.V.M.) and Podiatry. Excluded are all master's degrees, even though the master's is required in some fields such as Library Science and Social Work.

From 1967 to 1968, an increase in the number of degrees awarded was registered at each level with the exception of the first professional category. The decrease was confined to the private sector and might be the result of the tightening of the definition of first professional. The public sector, which consists wholly of State University of New York, evidenced a slight increase. The only other element in the table to show a decrease was the master's degrees awarded by City University. This decrease is insignificant and, since the figures represent degrees awarded to both full- and part-time students, the fluctuation is probably a result of the variation in numbers of part-time students.

The distribution of degrees awarded by level in 1968 remained relatively constant when compared with the 1967 figures, with the baccalaureate degree continuing to account for more than half of all degrees granted, and the runner-up spot being shared equally by the master's degree and the associate degree.

The private colleges granted more degrees than did the public colleges in both 1967 and 1968 although the public share rose from 45 percent to 47 percent. The private sector was especially dominant in the area of graduate degrees. In both 1967 and 1968, the private colleges awarded 86 percent of the doctorates in New York State. However, the public sector is expected to increase its share significantly by 1980. At the master's level, the forecast is for the public colleges to award more master's degrees than the private colleges in 1975.

Ninety-eight percent of the associate degrees were awarded by the public colleges in 1967 and 1968. The rapid expansion envisioned for the public two-year colleges will result in the figure increasing to 99 percent by 1980. Again, it should be noted that this is not the result of a decrease in the associate degrees forecast to be awarded by the private two-year colleges. The increase to 6,000 degrees from the current 4,000 may be seen in Table 5.

The distribution of degrees by level and by major area of specialization is found in the subdivision entitled "Programs."

Table 5, Actual Degrees Awarded By Type of Degree and Control of Institution for the Years 1967, 1968 and Projected to 1980. Numerical Distribution

	Actual		Projected		
	1967	1968	1970	1975	1980
(1)	(2)	(3)	(4)	(5)	(6)
1. Total Degrees	100,628	110,323	118,479	162,795	203,816
Private Colleges	55,252	58,783	62,130	74,306	85,262
Public Colleges	45,376	51,540	56,349	88,489	118,554
SUNY	31,603	36,302	38,427	64,247	78,530
CUNY	13,773	15,238	17,922	24,242	40,024
2. Doctorate	2,368	2,579	2,840	4,589	5,534
Private Colleges	2,026	2,206	2,237	2,988	3,580
Public Colleges	342	391	603	1,601	1,954
SUNY	316	343	503	1,376	1,454
CUNY	26	48	100	225	500
3. Masters	20,210	21,373	26,970	44,045	61,795
Private Colleges	14,264	15,002	15,582	20,813	24,931
Public Colleges	5,946	6,371	11,388	23,232	36,864
SUNY	2,793	3,232	5,388	13,452	14,544
CUNY	3,153	3,139	6,000	9,780	22,320
4. First Professional	3,940	3,827	4,496	5,175	6,321
Private Colleges	3,401	3,238	3,751	4,185	4,991
Public Colleges	539	589	745	990	1,330
SUNY	539	589	730	940	1,230
CUNY	-	-	15	50	100
5. Baccalaureate	52,616	58,842	61,613	74,173	88,676
Private Colleges	31,740	34,329	36,300	41,040	45,760
Public Colleges	20,876	24,513	24,830	33,133	42,916
SUNY	10,282	12,462	13,008	18,896	25,712
CUNY	10,594	12,051	12,305	14,237	17,204
6. Associate	21,494	23,684	24,168	34,863	41,590
Private Colleges	3,821	4,008	4,260	5,280	6,000
Public Colleges*	17,673	19,676	19,908	29,583	35,590

* Community Colleges Sponsored by the New York City Board of Higher Education Under the Program of the State University of New York.

4. Faculty and Salaries

To note that the quality of an institution of higher learning primarily depends upon the quality of its faculty is to restate the obvious. However, evaluating the quality of the faculty is an extremely difficult and complex task because the subjective nature of the institutional process does not lend itself to neat, clear cut, objective measures. Traditionally, the quality of the faculty has been related to the distribution of degrees held, i.e., the greater the proportion of doctoral degree recipients, the higher the quality of the institution.

Despite the fact that this approach is over simplistic and not necessarily related to the mission of each institution, Table presents the distribution of faculty whose primary function is instruction, departmental research or organized research by highest earned degree. Unfortunately, some institutions did not provide information to the Bureau of Statistical Services of the State Education Department. Also, others provided information for either 1967 or 1968, but not both. Within these constraints, the figures show that a substantial proportion of the faculty have an earned doctoral degree. As might be expected, the proportion of doctoral degree holders is lower at the two-year colleges than at the four-year and graduate colleges. However, approximately three-fourths of the two-year college faculty do possess graduate degrees. Of special interest, is the fact that more than half of the faculty at City University of New York have an earned degree, (exclusive of faculty having a first professional degree[1]).

The costs associated with maintaining and developing quality faculty are reflected primarily in salaries paid. Table 7 presents the average salary paid to full-time instructional faculty in 1967 and 1968 on a 12-month basis.[2] Although the institutions are not identical for the two years, the increase noted in all academic ranks serve to underscore the financial problems of New York colleges and universities, especially the smaller private institutions.

It should be noted that the apparent decreases in salaries paid to academic deans is the result of the manner in which the data were collected. The 1968 survey form grouped all salaries of $20,000 or over in one category. Thus, while actual salaries ranged up as high as $35,000, statistically, the highest average was $22,000.

As might have been anticipated, the salaries at the four-year colleges were higher than those at the two-year colleges. No comparison is made of public and private, because of the variations in the private sector.

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[1] Terms defined in 1968 Higher Education and General Information Survey, U.S.O.E., Washington, D.C.

[2] Salary data reported on less than 12 month basis was converted.

Table 6 , Highest Educational Degree Level[1] of Full-Time Faculty by Type and Control of Institution for the Years 1967 and 1968.[2]

Institution by Type and Control (1)	1967 (2)	1968 (3)
Total New York State	29,682	33,739
Bachelor's	3,102	4,711
First Professional	2,602	3,508
Master's	10,602	11,292
Doctorate	13,376	14,228
Private	18,188	23,740
Four Year	17,751	23,279
Bachelor's	1,632	3,248
First Professional	2,082	2,840
Master's	5,610	7,237
Doctorate	8,427	9,954
Two Year	437	461
Bachelor's	110	128
First Professional	13	12
Master's	274	280
Doctorate	40	41

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[1] Bachelor's includes all lower degrees.

[2] Projections for 1970, 1975 and 1980 are not available due to insufficient data.

Table 6 Continued

Institution by Type and Control (1)	1967 (2)	1968 (3)
Public	11,494	9,999
State University	7,720	5,949
City University	3,774	4,050
Four Year	8,847	7,849
State University	5,073	3,844
Bachelor's	339	309
First Professional	437	376
Master's	1,969	1,353
Doctorate	2,328	1,806
City University	3,774	4,050
Bachelor's	311	427
First Professional	12	246
Master's	1,036	1,038
Doctorate	2,415	2,339
Two Year	2,647	2,105
City University[3]	N/A	
State University	2,647	2,105
Bachelor's	710	599
First Professional	58	34
Master's	1,713	1,384
Doctorate	166	88

[3] Community Colleges sponsored by the New York City Board of Higher Education under the program of the State University of New York.

See Appendix _____ for the list of institutions excluded from these figures due to the lack of availability of information.

Table 7 , Actual Mean Salaries Paid to Full-Time Faculty by Academic Rank, 1967 and 1968.

Institutions by Type and Control (1)	1967 (2)	1968 (3)
Four-Year Institutions		
Private:		
Academic Deans	$ 20,700	$ 20,750
Professors	18,800	21,400
Associate Professors	13,950	16,400
Assistant Professors	11,250	13,700
Instructors	8,900	10,950
Junior Staff	4,450	5,350
Other Academic Faculty	11,800	11,850
Public:		
State University of New York:		
Academic Deans	$ 26,850	$ 22,000
Professors	18,900	22,050
Associate Professors	14,400	16,750
Assistant Professors	11,700	13,450
Instructors	9,250	9,900
Junior Staff	5,050	6,700
Other Academic Faculty	5,400	12,800
City University of New York:		
Academic Deans	$ 27,760	$ 24,500
Professors	25,510	23,820
Associate Professors	18,750	22,330
Assistant Professors	14,070	16,160
Instructors	11,510	12,880
Junior Staff	9,430	11,560
Other Academic Faculty	7,560	11,660

Table 7 Continued

Institution by Type and Control (1)	1967 (2)	1968 (3)
Two-Year Institutions		
Private:		
Academic Deans	$ 12,600	$ 12,850
Professors	11,850	13,000
Associate Professors	11,200	10,600
Assistant Professors	7,950	9,550
Instructors	8,300	8,750
Junior Staff	8,100	6,350
Other Academic Faculty	5,400	-
Public:		
State University of New York:		
Academic Deans	$ 16,060	$ 19,300
Professors	15,600	16,150
Associate Professors	12,900	13,350
Assistant Professors	10,900	11,650
Instructors	9,200	9,500
Junior Staff	5,350	7,650
Other Academic Faculty	6,400	7,800
City University of New York:		
Academic Deans	NOT	NOT
Professors		
Associate Professors		
Assistant Professors		
Instructors	AVAILABLE	AVAILABLE
Junior Staff		
Other Academic Faculty		

See Appendix A for the list of institutions excluded from these figures due to the lack of availability of information.

5. Programs

The range and diversity of the academic programs offered by New York colleges and universities are unequaled anywhere. In 1968, there were 39 institutions offering programs up and including the doctoral degree, 60 offering programs up to and including the master's degree, 51 up to and including the bachelor's degree, and 61 of the associate degree. The prospective student has in many instances, not only a choice of program, but type of institutions as well, i.e., public or private, urban or rural, large or small.

In the accompanying tables, the programs have been grouped by major classifications: life sciences; mathematics, computer, physical and engineering sciences; behavioral sciences; humanities; professions; and general or unclassified. The associate degree programs are presented as totals only.

In Table 8, the data has been aggregated by baccalaureate, first professional, and graduate programs, (for definition of first professional, see section 1, Enrollment) and by associate degree programs. The productivity and the scope of the various groups of programs may be found in analyzing the degrees awarded and the full-time enrollment figures. It should be noted that the total degrees awarded in Table 8 is less than the total figure reported in the degree section. The reason for this is that only institutions reporting both degrees and enrollment by programs for a given year are contained in Tables 8-11. (See Appendix A for colleges omitted). Since the colleges reporting in 1967 differ from those reporting in 1968, the data should not be used for trend analysis. Within these limitations the data do show that approximately one-third of the degrees awarded in the four-year colleges were professional degrees. This category includes the administrative professions, education, environmental design, home economics, law social work, theology, and other professions. It does not include first professional degrees in medicine, dentistry, and veterinary medicine.

In Tables 9-11 ratios have been computed to show the number of full-time students[1] needed in a given year to produce a degree. For example, in Table 9 it may be seen that one baccalaureate degree in the life sciences was produced for every 1.6 students enrolled in the life sciences in 1968. One baccalaureate degree in mathematics, computer, physical or engineering sciences was produced for every 2.5 students enrolled.

At the graduate level, Table 11, one doctoral degree in the behavioral sciences was awarded for every 17.2 full-time graduate students enrolled in this program.

Unfortunately, data were not available for full-time enrollment by program by master's and doctoral programs. Therefore, these figures represent rather gross approximations but are useful in developing hypothesis for further study.

The lack of refined and more inclusive data add to the problems of projecting degrees and/or enrollment by program. However, even if firm data were available, the forecasting of enrollment and degrees awarded by program would be a tenuous undertaking. The rapid development of new and emerging disciplines, and the increasing obsolescence of some of the more traditional programs preclude the presentation of projections. Hopefully, as better techniques are developed and needed input data become more accessible, projections can be made with increased confidence.

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[1] Excludes full-time lower division enrollment.

The flexibility and adaptability of the State's institutions of higher education have provided the mechanism for meeting future needs. These characteristics must be retained but must be reinforced by more sophisticated long-range planning in the program area.

Table 8, Number of Degrees Awarded and Full-Time Enrollment[1] by Academic Programs, 1967 and 1968

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
Total Programs		
A. Degrees Awarded	91,377	93,026
B. Full-Time Enrollment[1]	248,912	250,484
Baccalaureate, First Professional and Graduate Programs		
A. Degrees Awarded	75,160	75,108
B. Full-Time Enrollment[1]	177,355	168,108
1. Life Sciences		
a. Degrees Awarded	5,973	5,959
b. Full-Time Enrollment[1]	15,188	14,576
2. M.C.P.E. Sciences[2]		
a. Degrees Awarded	10,411	9,137
b. Full-Time Enrollment[1]	23,850	20,501
3. Behavioral Sciences		
a. Degrees Awarded	16,792	17,761
b. Full-Time Enrollment[1]	39,378	31,036

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[1] The Full-time enrollment figures exclude lower division undergraduate enrollment at the four year colleges.

[2] Mathematical, computer, physical and engineering sciences.

Table 8 Continued

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
4. Humanities		
a. Degrees Awarded	13,243	14,255
b. Full-Time Enrollment[1]	32,378	31,036
5. Professions		
a. Degrees Awarded	26,240	25,533
b. Full-Time Enrollment[1]	58,185	55,554
6. General or Unclassified Fields		
a. Degrees Awarded	2,501	2,463
b. Full-Time Enrollment[1]	8,208	8,248
Associate Programs		
A. Degrees Awarded[2]	16,217	17,918
B. Full-Time Enrollment	71,557	82,376

[1] Op. Cit.

[2] There were an additional 2,166 associate degrees awarded in 1967 and 2,152 in 1968 by four year colleges. They are not included in the Table because the enrollment in associate programs could not be separated from other enrollments.

Table 9 , Number of Undergraduate Degrees Awarded and Full-Time Enrollment[1] by Academic Programs, 1967 and 1968

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
Total Undergraduate		
A. Degrees Awarded	66,013	69,127
B. Full-Time Enrollment[1]	193,028	199,228
C. Ratio (b/a)	2.9	2.9
Total Baccalaureate		
A. Degrees Awarded	49,796	51,209
B. Full-Time Enrollment[1]	121,471	116,852
C. Ratio (b/a)	2.4	2.3
1. Life Sciences		
a. Degrees Awarded	3,908	3,868
b. Full-Time Enrollment[1]	6,902	6,055
c. Ratio (b/a)	1.8	1.6
2. M.C.P.E. Sciences[2]		
a. Degrees Awarded	7,078	6,167
b. Full-Time Enrollment	17,761	15,126
c. Ratio (b/a)	2.5	2.5
3. Behavioral Science		
a. Degrees Awarded	13,146	13,785
b. Full-Time Enrollment[1]	29,896	28,719
c. Ratio (b/a)	2.3	2.1

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[1] The full-time enrollment figures exclude lower division undergraduate enrollment at the four year colleges.

[2] Mathematical, Computer, Physical and Engineering Science

Table 9 Continued

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
4. Humanities		
a. Degrees Awarded	9,982	11,085
b. Full-Time Enrollment[1]	24,668	23,929
c. Ratio (b/a)	2.5	2.2
5. Professions		
a. Degrees Awarded	14,274	14,890
b. Full-Time Enrollment[1]	34,342	35,143
c. Ratio (b/a)	2.4	2.4
6. General or Unclassified Fields		
a. Degrees Awarded	1,408	1,414
b. Full-Time Enrollment[1]	7,902	7,880
c. Ratio (b/a)	5.6	5.6
Total Associate		
A. Degrees Awarded[2]	16,217	17,918
1. Arts	4,204	5,548
2. Science	1,801	1,265
3. Other	10,212	11,105
B. Full-Time Enrollment	71,557	82,376
C. Ratio (b/a)	4.4	4.6

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[1] Op. Cit.

[2] There were an additional 2,166 associate degrees awarded in 1967 and 2,152 in 1968 by four year colleges. They are not included in the table because the enrollment in associate programs could not be separated from other enrollments.

Table 10 , Number of First Professional Degrees Awarded and Full-Time Enrollment by Academic Programs, 1967 and 1968

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
Total First Professional		
A. Degrees Awarded	3,689	3,372
B. Full-Time Enrollment	11,351	10,969
C. Ratio (b/a)	3.1	3.3
1. Dentistry		
a. Degrees Awarded	256	244
b. Full-Time Enrollment	1,061	1,100
c. Ratio (b/a)	4.1	4.5
2. Law		
a. Degrees Awarded	1,762	1,790
b. Full-Time Enrollment	5,371	4,619
c. Ratio (b/a)	3.0	2.6
3. Medicine		
a. Degrees Awarded	911	831
b. Full-Time Enrollment	4,011	4,154
c. Ratio (b/a)	4.4	5.0
4. Podiatry		
a. Degrees Awarded	30	35
b. Full-Time Enrollment	170	187
c. Ratio (b/a)	5.7	5.3
5. Theology		
a. Degrees Awarded	300	266
b. Full-Time Enrollment	507	678
c. Ratio (b/a)	1.7	2.5

Table 10 Continued

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
6. Veterinary Medicine		
a. Degrees Awarded	54	59
b. Full-Time Enrollment	231	231
c. Ratio (b/a)	4.3	3.9
7. Other		
a. Degrees Awarded	376	147
b. Full-Time Enrollment		
c. Ratio (b/a)		

Table 11 , Number of Masters and Doctoral Degrees Awarded and Full-Time Enrollment by Academic Programs, 1967 and 1968

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
Total Graduate		
A. Degrees Awarded	21,675	20,527
1. Master's	19,420	18,232
2. Doctoral	2,255	2,295
B. Full-Time Enrollment	44,533	40,287
C. Ratio (b/a)	2.1	2.0
1. B/A - 1	2.3	2.2
2. B/A - 2	19.7	17.6
1. Life Sciences		
a. Degrees Awarded	814	922
1. Master's	578	631
2. Doctoral	236	291
b. Full-Time Enrollment	2,813	2,849
c. Ratio (b/a)	3.5	3.1
1. b/a - 1	4.9	4.5
2. b/a - 2	11.9	9.8
2. M.C.P.E. Sciences[1]		
a. Degrees Awarded	3,333	2,970
1. Master's	2,686	2,434
2. Doctoral	647	536

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[1] The full-time enrollment figures exclude lower division undergraduate enrollment at the four year colleges.

Table 11 Continued

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
b. Full-Time Enrollment	6,089	5,375
c. Ratio (b/a)	1.8	1.8
1. b/a - 1	2.3	2.2
2. b/a - 2	9.4	10.0
3. Behavioral Sciences		
a. Degrees Awarded	2,646	3,976
1. Master's	3,153	3,426
2. Doctoral	493	550
b. Full-Time Enrollment	9,650	9,474
c. Ratio (b/a)	2.7	2.4
1. b/a - 1	3.1	2.8
2. b/a - 2	19.6	17.2
4. Humanities		
a. Degrees Awarded	3,261	3,170
1. Master's	2,912	2,826
2. Doctoral	349	344
b. Full-Time Enrollment	7,710	7,107
c. Ratio (b/a)	2.4	2.2
1. b/a - 1	2.7	2.5
2. b/a - 2	22.1	20.7
5. Professions		
a. Degrees Awarded	9,528	8,440
1. Master's	9,068	7,968
2. Doctoral	460	472

Table 11 Continued

Programs by Degrees Awarded and Full-Time Enrollment	Actual	
	1967	1968
(1)	(2)	(3)
b. Full-Time Enrollment	17,965	15,114
c. Ratio (b/a)	1.9	1.8
1. b/a - 1	2.0	1.9
2. b/a - 2	39.1	32.0
6. General or Unclassified Fields		
a. Degrees Awarded	1,093	1,049
1. Master's	1,023	947
2. Doctoral	70	102
b. Full-Time Enrollment	306	368
c. Ratio (b/a)	.3	.4
1. b/a - 1	.3	.4
2. b/a - 2	4.3	3.6

6. Facilities

This section concerns itself with (a) a projection of facility needs at State and City Universities and the private colleges; (b) a report of a study of space factors; (c) the impact of the curtailment of Federal funding on higher education facilities and (d) commentaries on construction cost and student unrest as they relate to student housing.

a. Projection of Facilities Needs

The facilities needs of colleges and universities may be computed by using three different methods. The first method is simply to request the expressed needs or goals of each institution as reported by the chief executive officer. The second method is to compute the projected need by multiplying the existing space per student at each campus times the projected enrollment. The predicted need, as the third method, takes into consideration the condition and use of the existing space as well as the probability of sources of funds and other predictive elements.

Heretofore, the Regents were able only to present the expressed needs of the institutions (i.e., Table 14 in the Regents Statewide Plan for the Expansion and Development of Higher Education, 1968) since basic facilities inventory data were not available. The Higher Education Facilities Comprehensive Planning Grant to the Regents from the U.S. Office of Education has finally enabled the collection of facilities data from almost every campus in the State (as reported in Space Inventory Report 1)[1] and it

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[1] Space Inventory Report 1, (Fall 1967), New York State Education Department, 1968.

is now possible to compute projected needs. Straight line projections for each segment of higher education follow.

(1) State University of New York

Simple straight line projections are shown in Table 12 for the senior colleges of the State University of New York. Three campuses are excluded (State University at Buffalo, State University at Stony Brook, and State University College at Buffalo) since basic facilities inventory data are not available from these campuses.

Interpretation of the data shown must be cautious since (1) the term senior college includes university centers, statutory colleges, and medical centers as well as the university colleges, (2) an inventory of facilities is a "snapshot" of facilities at one point in time - trend lines cannot be established, and (3) the exclusion of three major campuses may definitely skew the data.

With the above cautions firmly in mind, the data illustrate that the existing new assignment square feet per full-time equivalent student of non-residential space at State University campuses greatly exceed the space per student at City University, the private institutions, and the national space factor. The straight line projection assumes that the condition that existed in the fall of 1967 will continue in the future. The large amount of space per student could have been caused by the completion of an unusually large amount of construction during the prior year without an appropriate additional number of students. If this is so, the updating

Table 12 SUNY Senior Colleges (a) - Projected Non-Residential Space and Construction Costs Comparisons Based Upon Actual 1967 New York State Space Factors, National Space Factors And SUNY Enrollment Projections

			1967 SUNY Space Factor (c)	National Public College Space Factor (d)	1967 CUNY Space Factor (c)	1967 Private Space Factor (c)
			189.9 NASF/FTE	114 NASF/FTE	53.6 NASF/FTE	123.0 NASF/FTE
1967 Space Adjustment			0	(3,934,593)	(7,067,541)	(3,467,763)
Time Period	Projected FTE Student Enrollment Increase (b)		Projected Space Increments	Projected Space Increments	Projected Space Increments	Projected Space Increments
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1967-69	11,369	Increment	2,158,973	1,296,066	609,378	1,398,387
		Subtotal	2,158,973	(2,638,527)	(6,458,163)	(2,069,376)
1969-71	11,369	Increment	2,158,973	1,296,066	609,378	1,398,387
		Subtotal	4,317,946	(1,342,461)	(5,848,785)	(670,986)
1971-73	11,369	Increment	2,158,973	1,296,066	609,378	1,398,387
		Subtotal	6,476,917	(46,395)	(5,239,407)	727,401
1973-75	11,371	Increment	2,159,352	1,296,294	609,486	1,398,633
		Subtotal	8,636,271	1,249,899	(4,629,921)	2,126,034
Net Change	45,478		8,636,271	1,249,899	(4,629,921)	2,126,034
Projected Cost			$518,176,260	$74,993,940	0	$127,562,040

1967 Enrollment 51,870 FTE Students
1967 Space 9,847,773 Net Assignable Non-Residential Square Feet
All Space Figures in Parenthesis Indicate Surpluses of Existing Space Based on the Space Factor Applied

(a) Excludes SUNY at Buffalo, SUNY at Stony Brook, and SUNY College at Buffalo
(b) Development Document of 1968, State University of New York
(c) Space Inventory Report 1, New York State Education Department, OPHE
(d) Federal Support for Higher Education Construction: Current Programs and Future Needs, U.S. Office of Education

Table 13 CUNY Senior Colleges - Projected Non-Residential Space and Construction Costs Based Upon Actual 1967 New York State Space Factors, National Space Factors and CUNY Enrollment Projections

			1967 CUNY Space Factor (b)	National Public Space Factor (c)	1967 SUNY Space Factor (b)	1967 Private Space Factor (b)
			53.6 NASF/FTE	114 NASF/FTE	189.9 NASF/FTE	123.0 NASF/FTE
1967 Space Adjustment			0	4,128,296	9,314,922	4,743,311
Time Increment (1)	Projected FTE Enrollment Increase (a) (2)	(3)	Projected Space Increments (4)	Projected Space Increments (5)	Projected Space Increments (6)	Projected Space Increments (7)
1967-69	7,626	Increment	408,753	869,364	1,448,177	937,998
		Subtotal	408,753	4,997,660	10,763,099	5,681,309
1969-71	6,855	Increment	367,428	781,474	1,301,764	843,165
		Subtotal	776,181	5,779,134	12,064,863	6,524,474
1971-73	6,157	Increment	330,015	701,898	1,169,214	757,311
		Subtotal	1,106,196	6,481,032	13,234,077	7,281,785
1973-75	10,733	Increment	575,289	1,223,562	2,038,197	1,320,159
		Subtotal	1,681,485	7,704,594	15,272,274	8,601,944
Net Change	31,371		1,681,485	7,704,594	15,272,274	8,601,944
Projected Costs			$100,889,910	$462,275,640	$916,336,440	$516,116,640

1967 Enrollment	68,335 FTE Students
1967 Space	3,661,894 Net Assignable Non-Residential Square Feet

(a) Enrollment Projections 1968-1980 New York State Higher Education
New York State Education Department, OPHE

(b) Space Inventory Report I, New York State Education Department, OPHE

(c) Federal Support for Higher Education Construction: Current Programs and Future Needs,
U. S. Office of Education

of the Inventory of Facilities in the fall of 1969 will assist in establishing an appropriate trend line.

(2) City University of New York

The projections for the senior colleges of the City University of New York appear in Table 13. These projections based upon New York State averages and a national public senior college space factor, show that the City University has much less space per student than similar public and private institutions. One caution in interpreting the data is necessary. The City University senior colleges did not have large doctoral programs as of the fall of 1967. The doctoral programs tend to require more space per student than the masters and baccalaureate levels.

The City University facilities program has been hamstrung for a number of years by the lack of capital funds and the constant delays in proceeding toward construction by the involvement of many governmental agencies. The active involvement of the City University Construction Fund and the development of facilities master plans at each campus has provided the City University with the opportunity to begin the construction which is needed for the institution to "catch up" with its contemporaries.

(3) Private Colleges and Universities

The projected non-residential space needs of the private senior colleges are shown in Table 14. A comparisón of the existing space per student of the private senior colleges to other averages and factors shows the existing average

Table 14 New York State Private Senior Colleges - Projected Non-Residential Space And Construction Costs Comparisons Based Upon Actual New York State Space Factors, National Space Factors, and Private Enrollment Projections

Time Increment	Projected FTE Enrollment Increase (a)		1967 Private Space Factor (b)	National Private College Space Factor (c)	1967 SUNY Space Factor (b)	1967 CUNY Space Factor (b)
			123.0 NASF/FTE	119 NASF/FTE	189.9 NASF/FTE	53.6 NASF/FTE
1967 Space Adjustment			0	(958,447)	16,045,553	(16,665,289)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1967-69	13,933	Increment	1,713,759	699,580	2,645,877	746,809
		Subtotal	1,713,759	699,580	18,691,430	(15,918,480)
1969-71	14,700	Increment	1,808,100	1,749,300	2,791,530	787,920
		Subtotal	3,521,859	2,448,880	21,482,960	(15,130,560)
1971-73	16,400	Increment	2,017,200	1,951,600	3,114,360	879,040
		Subtotal	5,539,059	4,400,480	24,597,320	(14,251,520)
1973-75	13,433	Increment	1,652,259	1,597,337	2,550,927	720,009
		Subtotal	7,191,318	5,997,817	27,148,247	(13,531,511)
Net Change	58,466		7,191,318	5,997,817	27,148,247	(13,531,511)
Projected Costs			$431,479,080	$359,869,020	$1,628,894,820	0

1967 Enrollment 239,967 FTE Students
1967 Space 29,514,520 Net Assignable Non-Residential Square Feet
All Space Figures in Parenthesis Indicate Surpluses of Existing Space Based on the Space Factor Applied

(a) Enrollment Projections 1968-1980 New York State Higher Education
New York State Education Department, OPHE
(b) Space Inventory Report I, New York State Education Department, OPHE
(c) Federal Support for Higher Education Construction: Current Programs and Future Needs,
U. S. Office of Education

to be slightly lower than the national space factor and considerably lower than the national private senior college average. A combined State University and City University average compares favorably to the existing private average, although separate comparisons show a wider range among the three segments of higher education in New York State.

One reason for the favorable showing of the private senior colleges is the fact that New York State has a good share of the relatively large private institutions which tend to make excellent use of space on a per student basis. Preliminary studies of the inventory data show that institutions which exceed an enrollment of 2,000 students tend to have less space per student than smaller institutions.

(4) Summary

Table 15 shows several comparisons with national averages and space factors used for projecting space needs. In general, New York State private colleges and universities are making better use with the national averages and factors. The City University of New York has considerably less space per student than national averages and factors. The State University of New York has more space per student than any national average or factor except for the community colleges which are not located in New York City.

Thus, the tables and figures shown present a snapshot at one point in time. (More detailed projections will appear in a separate study.) The validity of such projections is somewhat dubious until data have been provided for more than one year. This year, the last of the three year program of the grant, such data will be provided as the institutions are given the opportunity (1) to rethink and resubmit their goals and expressed needs as they compare their detailed inventory data with state and national averages of similar institutions, (2) to update their inventory of facilities after a two year period which will then allow trend lines to be developed which may more accurately provide projected need, and (3) to provide utilization data regarding the existing space as part of the inputs to develop a predicted need.

b. Space Factors Study

The 1967 Progress Report of the Board of Regents called for "a detailed and careful study - - - of the standards or other factors used by the City University and State University to plan capital expenditures and project space requirements".

In a series of meetings during the last year and a half, the Space Factors Committee has heard a series of national experts regarding long range planning for facilities needs. The City University and State University have presented their methods in developing facilities needs and the Office of Planning in Higher Education has presented its findings in regard to the inventory of facilities. Partially as the result of these findings, a proposal was made regarding the use of space factors to project needs for classroom, laboratory, office, and library space needs.

The completion of the updating of the inventory of facilities and the study of utilization of space this academic year

Table 15 , The Existing Non-Residential Space Per FTE Student at New York State Colleges and Universities as Compared to National Averages and Space Factors

Type of Institution by Control	Non-Residential Space Per FTE Student		
	New York State 1967 Inventory of Facilities (a)	U.S. Office of Education 1968 Inventory of Facilities (b)	U.S. Office of Education Space Projection Factors (c)
(1)	(2)	(3)	(4)
Two-Year Colleges			
Private	166.5	130.5	75
Public	68,4	64,0	70
CUNY Related	58.0	"	"
SUNY	71.5	"	"
Agriculture & Tech.	125.4	"	"
Community College	55.2	"	"
Four-Year Colleges			
Private	111.5	159.9	103
Public	82.7	93.2	93
CUNY	53.4	"	"
SUNY	144.4	"	"
Universities			
Private	112.2	159.4	150
Public	148.6	137.6	132
CUNY	70.2	"	"
SUNY	155.9	"	"

[a] Space Inventory Report 1, N.Y.S. Education Department, OPHE

[b] Preliminary Data on the Inventory of Physical Facilities in Institutions of Higher Education, Fall, 1968, USOE

[c] Federal Support for Higher Education Construction: Current Programs and Future Needs, USOE

will allow the study of standards and factors to be completed and reviewed by the committee.

c. Federal Funding

At the time of this writing, Federal funds for the construction of college and university facilities are rapidly vanishing. Not only has the funding of the Higher Education Facilities Act been reduced to tokenism, but the President has clamped down on the release of funds for construction. Other Federal sources, such as the College Housing Program, have also been seriously cut back.

A task force of the U.S. Office of Education, the Higher Education Construction Programs Study Group, has prepared a 290 page study entitled Federal Support for Higher Education Construction: Current Programs and Future Needs which, when released, should be read by every college and university administrator. The basic thesis of the report is:

(1) That Federal funding has provided a significant impact on college and university construction and the needs of the institutions are being met.

(2) That most institutions have caught up with the backlog of needs and only need to maintain their present level of construction as enrollments increase.

(3) That the basic needs for construction are in the community colleges and those institutions serving the "disadvantaged".

(4) That the colleges and universities, state commissions, and statewide governing and coordinating boards need to do a better job of comprehensive planning for their needs and for

careful stewardship in the use of public funds.

(5) That "urgency of needs" at a college or university must be proven, not assumed.

To summarize the above statements, Federal funds for higher education construction will be greatly reduced, be designated to assist special purpose institutions, and require a well-documented defense of the urgency of need.

d. Construction Costs

Construction planners during the middle sixties were accustomed to allowing for approximately eight percent a year for increased construction cost. The continuing cost rise spiral led to the use of 12 percent and then one percent a month at the beginning of this year. It has been common for bids to come in 25 to 50 percent above what institutions planned before drawings and specifications were begun. One large project even came in 100 percent over estimates. Such construction cost increases vary from season and from place to place depending upon many factors. Thus, the only appropriate comment to make concerning costs is to anticipate greatly increased costs during the next year.

The five-year projection of physical facilities needs included in the 1968 Regents Statewide Plan showed that colleges and universities anticipated receiving $406 million in Federal funds. At that time it was anticipated that perhaps $100 million in Federal funds would be available over the five-year period. At the present time, only the most optomistic prognosticator would estimate more than $25 million in federal funds during the next five years. This level of funding will severely hamper the plans of the institutions.

e. Student Housing

Among the various ramifications of student unrest has been the concern of several planners in various states about the future of student housing. Some institutions of higher education, particularly in large cities, are finding difficulty in filling the dormitory rooms available. This, in turn, produces a loss in revenue which is necessary to pay the bond issues which financed the construction. The breakdown in parietal rules has contributed to the situation as has the stereotyped mass production of dormitory facilities.

Although no problem is envisaged in New York State at present, colleges and universities must be forewarned and forearmed to carefully plan new student housing and to seriously study the impact of their present dormitories upon their occupants.

7. Finance

Higher education is one of the major economic influences in the State, not only as an educational process, but also, as a consumer and employer. In 1967-68, there was a capital investment of around $3 billion, and institutions held endowments of about $1.25 billion. It is difficult, if not impossible, to assess the dollar value of institutional libraries.

In operations, the colleges and universities of the State spent more than $1.7 billion, or more than 2.2 percent of the total personal income of the State. With such a major factor in the economy, exceeding as it does construction contracts for residential construction ($1.4 billion), it is surprising to find that there is no one place that can account for the entire area. As one checks through the material accumulated below, the discrepancies in methods of fiscal reporting make it apparent that the quoted amounts are only approximations, and that much effort must be expended in order to arrive at a comprehensive picture of the financing of higher education.

The Regents have suggested in this Progress Report their thinking on the content of fiscal reports. They expect the active cooperation of all institutions in moving toward a common basis for realistic planning.

a. Capital Expenditures

The amount of capital devoted to higher education facilities in New York State is very large, totaling $3.17 billion in 1967. Of this sizeable figure, $2.84 billion, or 89 percent, represented facilities that were college owned.

The estimated value of facilities scheduled to be demolished 1967 through 1975 totals $68.25 million.

The following table gives a breakdown of the above figures by institutional control and level of program.

Table 16 All New York State Institutions of Higher Education Participating in the Facilities Inventory -- 1967 Estimated Value of Facilities by Ownership*

Institutional Control and Level of Program (1)	Total Est Value $1,000's (2)	College Owned Est. Value (3)	All Other Est. Value (4)
A. Private Institutions			
1. 2-Year Colleges	68,174	54,504	13,670
2. 4-Year Colleges	583,760	458,050	125,710
3. Doctoral Institutions	1,038,084	951,055	87,029
4. Professional Programs			
a. Law	34,699	34,699	
b. Medicine	310,709	291,975	18,734
c. Religion	57,275	51,802	5,473
Sub-Total	2,092,701	1,842,085	
B. Public Institutions			
1. City University			
a. 2-Year Colleges	81,536	61,711	19,825
b. 4-Year Colleges	166,240	158,023	8,217
c. Doctoral Center	6,500	0	6,500
Sub-Total	254,276	219,734	
2. State University			
a. Community Colleges	99,822	88,441	11,381
b. Ag. & Tech. Colleges	91,084	89,323	1,761
c. University Colleges	271,633	250,953	20,680
d. Statutory Colleges	139,455	123,717	15,738
e. University Centers	127,163	127,163	
f. Medical Centers	94,993	94,605	388
Sub-Total	824,150	774,202	
C. Grand Total	3,171,127	2,836,021	335,106

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*Estimated value of facilities is defined on page 19 of the Facilities Inventory Manual.

With the size of the present investment by higher education in facilities, and the enrollments projected for the not-too-distant future, one can appreciate the ever-increasing requirements for capital expenditures.

This is a critical item which must be given careful consideration by all levels of government and every institution of higher education. Needs must be carefully determined and priorities skillfully assigned.

b. Operational

Income and expenditure data for all sectors of higher education in the State are shown in Table **17** . Some immediate and startling facts may be glimpsed from this gross presentation. First, in 1968 operating expenditures rose $230 million to $1,707 million, or 16 percent over the preceeding year. Next, the private sector still expends 65 percent of the funds even though its share of the total enrollment has dropped to 48 percent. This may be accounted for by the continuing concentration of advanced graduate and professional students in this sector. The most important relationship that can be deduced also comes from a comparison with enrollment: Total enrollment rose 7.5 percent, total expenditures, twice as fast. Here is the essential problem of financing higher education, and here is the area for continued study. Neither public nor private resources can continue to support such a pattern of growth, and the rates of increase must be drawn closer together.

New York State Current Income and Expenditures - All Higher Education Institutions - 1967 and 1968, in Thousands of Dollars, **Table 17**

	State University		City University		COMM. COL.		PRIVATE		TOTALS	
	1967	1968	1967	1968	1966	1967A	1967	1968	1967	1968
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Current Income										
Education & Gen										
Government	243,537	296,547	104,671	138,823	39,247	49,514			387,455	484,884
Tuition & Fees	35,473	39,471	21,634	23,319	16,073	18,756	366,350	416,857	439,530	498,403
Endowment Inc			305	617			59,486	55,305	59,791	55,922
Gifts & Grants	7,418	7,421	5,462	6,802			117,887	135,154	130,767	149,377
Spon Res & Prog							231,409	245,493	231,409	245,493
Other	11,430	15,223	2,033	3,177	1,250	3,957	26,733	31,527	41,446	53,884
Contributed Svc							3,243	3,503	3,243	3,503
Total Ed & Gen	297,858	358,662	134,105	172,738	56,570	72,227	805,108	887,839	1,293,641	1,491,466
Student Aid	18,799	24,941	2,467	3,528			14,916	18,386	36,162	46,855
Auxiliary Ent	26,141	35,021	6,205	5,388			116,994	126,706	149,340	167,115
Other							61,309	72,165	61,309	72,165
Tfr to Debt Svc	(29,355)	(44,122)							(29,355)	(44,122)
Total Current Income	313,423	374,502	142,777	181,654	56,570	72,227	998,327	1,105,096	1,511,097	1,733,479
Current Expenditures										
Education & Gen										
Inst & Dept Res	104,759	120,966	81,397	97,499			293,133	323,068	479,289	541,533
Spon Res & Prog							260,397	289,935	260,397	289,935
Library	13,173	15,427	4,885	6,633			26,299	29,831	44,357	51,891
Student Svc	10,301	11,751					15,953	17,692	26,254	29,443
Oper & Maint-Plant	27,781	33,060	9,529	13,013			74,755	80,595	112,065	126,668
Adm & Gen	35,313	38,896	29,648	41,405			109,964	121,543	174,925	201,844
Community College					54,045[B]	71,858[B]			54,045	71,858
Other							9,171	17,660	9,171	17,660
Orgn Act & Res	80,440	96,496	4,773	6,038					85,213	102,534
Total Ed & Gen	271,767	316,596	130,232	164,588	54,045	71,858	789,672	880,324	1,245,716	1,433,366
Student Aid	18,762	24,642	3,240	5,342			46,277	54,398	68,279	84,382
Auxiliary Ent	20,998	29,662	6,041	6,267			113,412	122,885	140,451	158,814
Other							22,762	30,833	22,762	30,833
Total Current Expend	311,527	370,900	139,513	176,197	54,045	71,858	972,123	1,088,440	1,477,208	1,707,395
Excess (Deficit)	1,896	3,602	3,264	5,457	2,525	369	26,204	16,656	33,889	26,084

A = Latest Available

B = Community college data not available in this account structure

A further expenditure breakdown of State University by type of institution (excluding community colleges) is presented in Table **18** below.

Table **18** Expenditures at State University by Type of Institution, 1967-68

(1)	Education & General (2)	Aux Enterprises (3)	Student Aid (4)	Total (5)
University Centers	$104,647,051	$ 8,650,150	$ 8,297,109	$121,594,310
Col. of Arts & Sci.	71,660,192	15,522,103	10,555,612	97,737,907
Ag. & Tech. Col.	19,448,854	4,480,369	3,581,402	27,510,625
Specialized Colleges	7,605,487	555,101	1,155,098	9,315,686
Medical Centers	44,683,615	292,784	443,755	45,420,154
Statutory Colleges	46,499,466	-	610,000	47,109,466
Univ. Wide Programs	17,632,920	160,270	-	17,793,190
Univ. Wide Adm.	4,418,938	-	-	4,418,938
TOTALS	$316,596,523	$29,660,777	$24,642,976	$370,900,276

PART III: LEGISLATION

In New York, during the past legislative session, significant chapters were added to the laws dealing with the administrative and budgeting procedures, aimed at gaining tighter legislative control over the activities of the higher education community. In addition, a new approach was taken to assist disadvantaged youth to gain admission to higher education. Also, a chapter dealing with student unrest was added. These four laws and their implications are discussed briefly below:

A. City University of New York

Chapter 173 of the laws of 1969 was entitled An Act to Amend the Education Law in Relation to State Aid to the City University of New York and the City University Construction Fund. The impact of this act is potentially so great on the entire concept of higher education planning that, in the five months since its passage, its full ramifications have not yet been realized. However, the basic principles of the law are:

1. That the City University budget shall be prepared on the basis of programs reviewed, approved, and published by the Regents as a part of their statewide plan.
2. Authority for the construction of facilities must also be obtained from the Regents, and their approval must be published as a part of the Regents Statewide Plan.
3. The Mayor of the City must certify to the Governor the expenditures which he shall make on behalf of the City University by December 1 preceding the fiscal year for which the budget is prepared.
4. Failure to provide such a certificate of expenditures by December 1 shall result in a State appropriation to the City University equal to the appropriation in the preceding fiscal year.

5. The prescription of new accounting procedures which require a revision of the entire budgetary structure of the City University.

The Regents, under the terms of this law, must receive a detailed description of all programs and services to be offered by the City University, and must satisfy themselves that these programs and services are academically desirable, and that the provision of them is economically sound. When they have so ascertained, the Mayor must then, using those approved programs and services as his basis, certify to the Governor the expenditures which he will request in his executive budget for the ensuing fiscal year. The timing of such an operation, in this first year at least, poses extreme restraints on all parties. The City University budgeting process was originally set to meet a November 1 deadline to the Mayor. However, no consideration had been given in the establishment of this schedule of the need to submit the program and services justification to the Regents in sufficient time for their review and subsequent transmission to the Mayor.

It was evident from the moment that this legislation was approved, that there would have to be a revision of the City University budget preparation, and necessary steps are being taken to insure that the 1971 budget will be properly prepared. Chief among these are a pushing backward of the schedule for budget preparation, revision of the justification procedure and the inclusion of a number of services in the budget which previously have not been a part of the normal budgeting process of the University. The legislation places a new burden on the Regents in that it calls for a detailed, operational analysis annually of the City University.

B. Two-Year Colleges

Chapter 174 of the laws of 1969 established new procedures for establishing operating and capital cost limits at the community colleges, requiring the Trustees of the State University, with the approval of the Director of the Budget, to promulgate maximum allowable student costs and facilities requirements for each student. This act took effect July 1, 1969, and interim regulations will be published in the near future.

The act must be regarded with caution because it places new demands on the Regents for the development of space factors, and it places the executive branch of the government in an educational decision-making role on the same level as the Trustees of the State University.

C. Higher Education Opportunity Program

Chapter 48, Section 1 of the laws of 1969 provided, for the first time, funds amounting to five million dollars ($5,000,000) to be distributed on the basis of contracts entered into by the Commissioner of Education with institutions, public and private, submitting satisfactory proposals for the

> "screening, testing, counseling and tutoring of graduates of an approved high school or individuals who have attained a New York State high school equivalency diploma who have potential for the successful completion of a post secondary program and are economically and educationally disadvantaged, as defined by the Regents."

These grants, for use during the 1969-70 academic year, are in addition to direct legislative appropriations of $7 million to City University, and $4.25 million to State University for H.E.O.P. They will be used by the recipient institutions in the manner specified above to supplement present programs or to create new ones for New York State residents, attending college in the State, who qualify as opportunity students.

D. Student Unrest

Article 129-A of the Education Law provided an amendment "in relation to the regulation of conduct on college campuses and other college property used for educational purposes." Essentially, it required every institution in the State to adopt, promulgate and file with the Commissioner of Education rules concerning the handling of disorders on campus. Failure to comply with the law would result in the loss of all state aid and assistance.

It has been judged that the rules and regulations adopted by the institutions would have to meet the following basic requirements:

1. They must be promulgated by the trustees or other governing body of the institution. In our opinion, this requirement does not preclude the trustees from such consultation as they may deem appropriate with the faculty, staff and student body of the institution.
2. They must relate to the maintenance of public order on the premises of the institution.
3. They must govern the conduct on the premises of the institution of students, faculty, staff and all visitors.
4. They must set forth clearly the penalties which will be imposed for violations of the rules and regulations, which penalties must include:
    (a) Provision for the ejection of violators from the premises of the institution; and
    (b) In the case of a violator who is a member of the faculty or student body of the institution, his suspension, expulsion or other appropriate disciplinary action.
    (c) A range of penalties may be specified, with provision for the manner in which the specific penalty within the range will be determined in a specific case.

APPENDIX A

Institutions Excluded From Tables 4, 6 and 7.

The following institutions are excluded from Table 6 , Highest Educational Degree Level of Full-Time Faculty by Type and Control of Institution, 1967 and 1968 due to the lack of availability of information.

1967

Private Four Year

- Alfred University
- Brentwood College
- Columbia University:
  - College of Pharmacy
- D'Youville College
- Fordham University
- General Theological Seminary
- George Mercer Junior College
- Hebrew Union Jewish Institute of Religion
- Holy Trinity Orthodox Seminary
- Immaculate Conception Seminary at Troy
- M. J. Lewi College of Podiatry
- Manhattanville College of the Sacred Heart
- New York Institute of Technology
- St. John Vianney Seminary
- St. Vladimir Orthodox Theological Seminary
- Union University:
  - Albany Medical College
- Vassar College
- Yeshiva University

Private Two Year

- Academy of Aeronautics
- Buffalo Diocesan Preparatory Seminary
- Maria College of Albany
- Maria Regina College

Public Four Year

- State University Center at:
  - Albany
- State University College at:
  - Brockport
  - Buffalo
  - Fredonia

Public Two Year

State University of New York

- Corning Community College
- Erie County Technical Institute
- Genesee Community College
- Jamestown Community College
- Sullivan County Community College
- Westchester Community College

City University of New York*

Bronx Community College
Kingsborough Community College
Manhattan Community College
New York City Community College
Queensborough Community College
Staten Island Community College

1968

Private Four Year

George Mercer Junior College
Hebrew Union Jewish Institute of Religion
Hofstra University
Mannes College of Music
St. Vladimir Orthodox Theological Seminary
Vassar College

Private Two Year

Epiphany Apostolic College

Public Four Year

- State University Center at:
  - Albany
  - Binghamton
  - Stony Brook
- State University College at:
  - Buffalo
  - New Paltz
  - Oneonta
- Downstate Medical Center
- Contract Colleges:
  - Agriculture at Cornell
  - Human Ecology at Cornell
  - Industrial and Labor Relations at Cornell
  - Veterinary Medicine at Cornell
- City University of New York:
  - Graduate Center
  - Mount Sinai School of Medicine

Public Two Year

State University of New York

Adirondack Community College
Corning Community College
Dutchess Community College
Farmingdale Agricultural and Technical College
Fashion Institute of Technology
Fulton-Montgomery Community College
Genesee Community College
Jamestown Community College
Jefferson Community College
Nassau Community College
Niagara County Community College
Onondaga Community College

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*Community Colleges sponsored by the New York City Board of Higher Education under the program of the State University of New York.

Public Two Year

City University of New York*

Bronx Community College
Kingsborough Community College
Manhattan Community College
New York City Community College
Queensborough Community College
Staten Island Community College

The following institutions are excluded from Table 7 , Actual Mean Salaries Paid to Full-Time Faculty by Academic Rank 1967 and 1968, due to the lack of availability of information.

1967

Private Four Year

Brentwood College
Capuchin Theological Seminary
Columbia University
Columbia University:
  College of Pharmacy
D'Youville College
General Theological Seminary
Hebrew Union Jewish Institute
  of Religion
Holy Trinity Orthodox Seminary
Long Island University
M. J. Lewi College of Podiatry
Manhattanville College of the
  Sacred Heart
New York Institute of Technology
Rockefeller University
St. Vladimir Orthodox Theological
  Seminary
Union Theological Seminary
Union University:
  Albany Medical College
Vassar College
Yeshiva University

Private Two Year

Academy of Aeronautics
Buffalo Diocesan
  Preparatory Seminary
Elizabeth Seton College
Maria College of Albany

Public Four Year

State University of New York

State University Center at:
  Albany
  Stony Brook
State University College at:
  Brockport
  Buffalo
  New Paltz
Maritime College
Upstate Medical Center

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*Community Colleges sponsored by the New York City Board of Higher Education under the program of the State University of New York.

Public Two Year

State University of New York

Cobleskill Agricultural and Technical Institute
Corning Community College
Erie County Technical Institute
Farmingdale Agricultural and Technical Institute
Genesee Community College
Jamestown Community College
Monroe Community College
Sullivan County Community College
Westchester Community College

City University of New York*

Bronx Community College
Kingsborough Community College
Manhattan Community College
New York City Community College
Queensborough Community College
Staten Island Community College

1968

Private Four Year

Dowling College
Bexley Hall
Capuchin Theological Seminary
Cathedral College of the Immaculate Conception
Eisenhower College
George Mercer Junior College
Hebrew Union Jewish Institute of Religion
Holy Trinity Orthodox Seminary
Houghton College
Immaculate Conception Seminary at Troy
Long Island University
Manhattan College
Mannes College of Music
Maryknoll Seminary
Marymount College
Mercy College
Mt. St. Alphonsus Seminary
Rochester Institute of Technology
St. Bernard's Seminary and College
St. Joseph's Seminary and College
St. Vladimir Orthodox Theological Seminary
Vassar College

Private Two Year

Buffalo Diocesan Preparatory Seminary
Epiphany Apostolic College

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*Community Colleges sponsored by the New York City Board of Higher Education under the program of the State University of New York.

Public Four Year

State University of New York

University Center at Stony Brook
State University College at:
  Buffalo
  New Paltz

Contract Colleges at:
  Agriculture at Cornell
  Human Ecology at Cornell
  Industrial and Labor Relations at Cornell
  Veterinary Medicine at Cornell

Public Two Year

State University of New York

Adirondack Community College
Corning Community College
Fulton-Montgomery Community College
Genesee Community College
Jamestown Community College
Jefferson Community College
Nassau Community College
Niagara County Community College
Onondaga Community College

City University of New York*

Bronx Community College
Kingsborough Community College
Manhattan Community College
New York City Community College
Queensborough Community College
Staten Island Community College

The following institutions are excluded from Table 4 , Actual Freshmen Degree Credit Enrollment by Control of Institution for the Years 1967, 1968 and Projected to 1980, due to the lack of availability of information.

1967

Private Four Year

Buffalo Bible Institute
Cornell University
St. Bernard's Seminary and College

Private Two Year

Buffalo Diocesan Preparatory Seminary
Epiphany Apostolic College
Mater Dei College
Presentation Junior College

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*Community Colleges sponsored by the New York City Board of Higher Education under the program of the State University of New York.

1968

Private Four Year

Bank Street College of Education
Buffalo Bible Institute
Cornell University
Hebrew Union Jewish Institute of Religion
Hofstra University
Jewish Theological Seminary of America
New York Medical College
Rensselaer Polytechnic Institute
St. Bernard's Seminary and College
Union Theological Seminary

Public Four Year

State University Center at: Stony Brook
City College of New York

Private Two Year

Buffalo Diocesan Preparatory Seminary
Epiphany Apostolic College
Mater Dei College
Presentation Junior College

APPENDIX B
Approved Academic Programs of the City University of New York

BERNARD M. BARUCH COLLEGE

Degree Programs:

Bachelor of Business Administration

- Accountancy:
  - Public
  - Private
- Economics
- Finance and Investments
- Industrial Psychology
- Management:
  - Personnel and Industrial Relations
  - Production Management
- Marketing
  - Advertising and Public Relations
  - Insurance
  - International Trade
  - Marketing Management
  - Marketing Research
  - Operation of Small Business
  - Real Estate
  - Retailing
- Office Management and Secretarial Studies
- Public Administration
- Statistics:
  - Statistical Analysis
  - Marketing Analysis
- Teaching of Business Subjects:
  - Accounting and Business Practice
  - Distributive Education
  - Stenography and Typewriting

Bachelor of Science in Education

- Teaching of Accounting and Business Practice
- Teaching of Distributive Education
- Teaching of Stenography and Typewriting

Doctor of Philosophy

- Business

Master of Business Administration

- Accounting
  - Public
  - Private
- Business Administration and Policy
- Computer Methodology
- Economics
- Finance and Investments
- Health Care Administration
- Industrial Psychology
- International Business
- Management
  - Management of Human Resources and Administration
  - Production Management
- Management of Engineers
- Marketing
  - Advertising
  - Marketing Management
  - Marketing Research
  - Real Estate and Urban Renewal
  - Retailing
- Operations Research
- Statistics
- Taxation

Master of Public Administration

- Health Care Administration
- Public Administration

Master of Science in Education

- Accounting and Business Practice
- Distributive Education
- Stenography and Typewriting

BROOKLYN COLLEGE

Degree Programs:

Bachelor of Arts

- Anthropology
- Art (general)
- Art History
- Biology
- Chemistry
- Classical Literature
- Comparative Literature
- Economics
- Education (general)

Other Teaching Fields
English & Literature
French
Geology
German
Health Education
Hebrew
History
Home Economics
Interdisciplinary Major in Sub-Saharan Studies
Interdisciplinary Major in Area Studies
    Latin America
    Far East
    Middle East and Africa
Italian
Latin and/or Classical Greek
Mathematics
Mathematics Education (Experimental)
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Speech and Dramatic Arts
Speech, Hearing including Correction
Television
Urban Studies

Bachelor of Science

Accounting (4 year program)
Biology
Chemistry
Geology
Health Sciences
Mathematics
Mathematics Education (Experimental)
Nursing
Physical Education
Physics
Psychology

Master of Art (Other than Teacher Education)

Anthropology
Biochemistry
Biology
Chemistry
Classics
Economics

- English
- French
- Geology
- German
- History
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Speech and Theater
    - Rhetoric and Public Address
    - Speech and Hearing
    - Broadcasting
    - Theater

Master of Fine Arts

- Art
- Speech and Theater

Master of Science

- Speech and Theater
    - Speech Pathology - Audiology
    - Broadcasting

Master of Art (TEP) Secondary School

- Art
- Biology
- Chemistry
- English
- French
- General Science
- Mathematics
- Music
- Physics
- Russian
- Social Studies
- Spanish
- Speech and Theater
- Special Mathematics

Master of Science in Education

- Early Childhood
- Elementary Education
- Elementary Education
    - Art
    - English Language Arts

        - Mathematics
        - Music
        - Reading
        - Science
        - Spanish Speaking Children
    - Secondary School
        - Health and Physical Education
        - Home Economics
    - Children of Retarded Mental Development
    - Guidance and School Counseling
    - Speech Improvement
    - Education of the Speech and Hearing Handicapped
    - Urban Elementary
    - School Psychologist
    - Emotionally Disturbed

Certificate Programs

- School Administration and Supervision
- Guidance Practice and Administration
- Curriculum and Teaching - Language Arts
- School Psychologist

Associate in Applied Science

- Accounting Records
- Advertising
- Business Management
- Industrial Relations
- Insurance
- Merchandising
- Nursing Science
- Police Science
- Real Estate - Insurance
- Secretarial Studies

CITY COLLEGE

Degree Programs:

Bachelor of Arts

- American Studies
- Anthropology
- Art (general)
- Chemistry
- Classics
- Comparative Literature
- Economics
- English - Writing and Literature
- French

Geography
Geology
German
Hebrew
History
Italian
Latin and/or Classical Greek
Law
Linguistics
Music
Philosophy
Physics
Political Science
Pre-Law
Psychology (general)
Russian
Sociology
Spanish
Speech and Theatre

Bachelor of Science

Architecture
Biochemistry
Biology
Chemistry
Experimental Program in Teacher Education
Geology
Mathematics
Meteorology
Nursing
Oceanography
Physics
Pre-Medical, Pre-Dental, Pre-Veterinary
Psychology

Bachelor of Architecture

Architecture

Bachelor of Engineering

Chemical
Civil
Computer Sciences
Electrical
Mechanical

Bachelor of Arts, Bachelor of Science

New Undergraduate Curriculum

Bachelor of Arts - Master of Arts

4 year BS - MA in Mathematics
4 year BA - MA in English

Master of Arts

- American Studies
- Area Studies
  - New York Area Studies
  - Russian Area Studies
- Art (general)
- Art Education
- Biochemistry
- Biology
- Chemistry
- Classics
- Earth Sciences
- Economics
- English and American Literature
- Geology
- German
- History
- International Relations
- Mathematics
- Music
- Music Education
- Philosophy
- Physics
- Political Science
- Psychology
- Romance Languages
  - French
  - Italian
  - Spanish
- Sociology
- Speech
- Theatre

Master of Architecture

Architecture

Master of Science

- Engineering
- Mathematics
- Social Sciences
- Computer Sciences

Doctor of Philosophy

Engineering

Master of Engineering

- Chemical
- Civil
- Electrical
- Mechanical

SCHOOL OF EDUCATION

Bachelor of Science in Education

- Art
- Attendance Teacher
- Elementary Teacher, N-6
- Elementary Teacher, N-9
  - English
  - Social Studies
  - Mathematics
  - French
  - German
  - Spanish
- Industrial Arts
- Mentally Handicapped
- Music
- Physical Education and Hygiene
- Secondary Academic Subjects, 7-12
  - English
  - Social Studies
  - Mathematics
  - French
  - German
  - Spanish
  - Biology
  - Chemistry
  - Physics
  - Earth Science
- Speech
- Special Education
- Vocational Education

Master of Science in Education

- Adult and Community Education
- Art Education
- Attendance and Child Welfare Education
- Counseling and Guidance
- Early Childhood Education
- Educational and School Psychology
- Education of the Mentally Retarded
- Educational Research

- Elementary Education
- Health Education
- Industrial Arts Education
- Social, Historical, and Philosophical Foundations of Education

Master of Arts

- Speech and Hearing Handicapped

Master of Arts (Secondary Education)

- English
- Fine Arts
- Foreign Languages
  - French
  - German
  - Spanish
- Mathematics
- Music
- Science
- Social Studies
- Speech

Master of Science

- Teacher of the Emotionally Disturbed

Advanced Certificates

- Administration and Supervision
- Clinical School Psychology
- Educational Research
- Reading

HUNTER COLLEGE

Degree Programs:

Bachelor of Arts

- Accounting (4 year program)
- Anthropology
- Art
- Black and Puerto Rican Studies
- Biology
- Business Education
- Chemistry
- Economics
- Economics and Business Education
- English
- English Language Arts
- French

Geography
Geology
German
Greek
Health
Hebrew
History
Home Economics
Interdisciplinary Major in East Asian Studies
International Relations
Italian
Latin
Latin and Greek
Mathematics
Music
Philosophy
Physical Education
Physics
Pre-Engineering
Psychology
Romance Languages
Russian
Sociology
Spanish
Speech and Theatre
Urban Studies
Zoology

Bachelor of Science

Accounting (4 year program)
Home Economics
Music
Nursing

Bachelor of Fine Arts

Art (general)

Bachelor of Science

(Institute of Health Sciences)

Community Health Education
Medical Computer Science
Medical Records Administration
Nuclear Medicine Therapy
Physical Therapy

Bachelor of Arts - Bachelor of Science

Experimental Honors Program

Master of Arts

Anthropology
Art (general)
Biological Sciences
Biochemistry
Chemistry
Classics
College Counseling and Student Development
Economics
Elementary Education
English Literature
Geology
German
History
History of Art
Linguistics
Mathematics
  Pure Mathematics
  Applied Mathematics
Music
History of Music
Philosophy
Physics
Political Science
Psychology
Romance Languages and Literature
  French
  Italian
  Spanish
Russian Area Studies
Sociology
Special Teaching Fields
Speech, Hearing, Including Correction
Speech and Theatre

Master of Arts

(Teacher Education)

Secondary School Teacher of:
  Art
  Biological and General Science
  Chemistry and General Science
  Social Studies
  Mathematics
  Music
  Speech
  English
Teaching English as a Second Language
Teacher of Speech and Hearing, Handicapped

Master of Urban Planning

Urban Planning

Master of Social Work

Social Work

Master of Science in Education

Business Education
Elementary and Early Childhood Education
Guidance and School Counseling
Health and Physical Education
Home Economics Education
Rehabilitation Counseling
Special Education

Master of Science in Nursing

Master of Science in Nutrition

Certificate Programs

Advanced Certificate Curriculum and Teaching
Advanced Certificate Guidance Practice and Administration
Advanced Certificate Educational Supervision and Administration
Certificate Economics and Business Education

Graduate Diploma

Teachers of Foreign Languages in the Elementary School
Teachers of Children of Puerto Rican Origin

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Degree Programs:

Bachelor of Arts

Social Sciences
Criminal Justice
Humanities

Bachelor of Science

Criminal Justice
Fire Science and Administration
Forensic Science
Police Science

Associate in Science

Correction Administration
Police Science

Associate in Arts

Arts (general)

Master of Public Administration

Public Administration

Master of Science

Forensic Science

Master of Arts

Criminal Justice
Psychology
Social Relations

Ethnic Studies Sequence

LEHMAN COLLEGE

Degree Programs:

Bachelor of Arts

Accounting (4 year program)
Anthropology
Archaeology
Art
Biology
Botany
Business Education
Chemistry
Classics
Economics
English
French
Geography
Geology
German
Greek
Health
Hebrew
History
Home Economics
Humanities
International Affairs
Italian
Latin

Mathematics
Music
Philosophy
Physical Education
Physics
Physiology
Political Science
Psychology
Romance Languages
Russian
Sociology
Spanish
Speech and Theatre
Statistics
Zoology

Bachelor of Science

Accounting
Chemistry
Home Economics
Music
Physics

Bachelor of Arts - Bachelor of Science

BA - BS Experimental Baccalaureate Program

Master of Arts

Anthropology
Arts
Chemistry
Economics
English and Comparative Literature
Fine Arts
History
History of Art
Music
Philosophy
Physics
Political Science
Psychology
Romance Languages

Master of Science

Chemistry
Preparation of Teachers of Children with Learning Disabilities

Doctor of Philosophy

Chemistry

QUEENS COLLEGE

Degree Programs:

Bachelor of Arts

- American Studies
- Anthropology
- Area Studies
- Art
- Biology
- Chemistry
- Economics
- Education
- Engineering
- English and Literature
- Fine and Applied Art
- Foreign Languages and Literature
  - French
  - Spanish
  - Italian
  - Portuguese
  - Russian
- Geology
- German
- Health Education
- History
- Home Economics
- Linguistics
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Pre-Dental, Pre-Medical, Pre-Veterinary
- Psychology
- Sociology

- Small College Program (adults)
- Special Baccalaureate Program (adults)
- Theater-Dance, Joint Program

Bachelor of Science

Oceanography: Joint Program with City College

Bachelor of Arts - Master of Arts

4 year BA - MA in Anthropology

Master of Arts

- Anthropology
- Art History
- Biology

Chemistry
Communication Arts and Sciences
Communication Theory and Media
Economics
English
Geology
German
History
Mathematics
Music
Physics
Political Science
Psychology
Philosophy
Romance Languages
Sociology
Classical Languages

Master of Fine Arts

Fine Arts
  Painting
  Sculpture

Master of Science in Education

Art Education
Early Childhood Education
Elementary Education
English and Literature
Educational Psychology
French
Health and Physical Education
Home Economics Education
Mathematics
Music Education
Reading
Social Sciences
Spanish
Special Teaching Fields
Speech and Dramatic Arts
Guidance and School Counseling

Master of Library Science

Library Science

Certificate Programs

Counseling and Guidance
Education Administration
Educational Psychology
English and Literature

RICHMOND COLLEGE

Degree Programs:

Bachelor of Arts

Humanities
History and Social Sciences

Bachelor of Science

Engineering Science
Medical Technology - 2 years
Sciences
  Chemistry
  Physics
  Mathematics
  Biology

Master of Science

Elementary Education
Secondary Education
Guidance and Counseling

Certificate Programs

Counseling and Guidance
Sixth year Certificate Program in Educational Supervision and Administration

Master of Arts

English
History

YORK COLLEGE

Degree Programs:

Bachelor of Arts

Anthropology
Economics
English
Fine Arts
French
German
History
Italian
Mathematics
Music
Philosophy
Physical Education
Political Science

Psychology
Sociology
Spanish
Teacher Education

Bachelor of Science

Biology
Chemistry
Geology
Physics

UNIVERSITY GRADUATE CENTER

Degree Programs:

Doctor of Philosophy

Anthropology
Biochemistry
Biology
Biomedical Sciences
Business
Chemistry
Comparative Literature
Economics
Education: Specialization in Educational Psychology*
Engineering
English Literature
French
Germanic Languages and Literatures
History
Linguistics
Mathematics
Music
Philosophy
Physics
Political Science
Portuguese Language and Luso-Brazilian Literature
Psychology
Sociology
Spanish
Speech
Theatre

Doctor of Education

Educational Administration**
Curriculum and Instruction+
Social and Philosophical Foundations of Education++

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*Beginning in 1969
**Beginning in 1970
+Beginning in 1971
++Beginning in 1972

Master of Arts

Comparative Literature
Germanic Languages and Literatures

MT. SINAI SCHOOL OF MEDICINE

Degree Programs:

Doctor of Medicine

Doctor of Philosophy

Biomedical Sciences

Programs Offered Through the Community Colleges of the State University of New York Under the Sponsorship of the Board of Higher Education

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Advertising	AAS
Banking	AAS
Business	AAS
Business - Accounting	AAS
Business - Business Administration	AS
Business - Marketing	AAS
Business - Secretarial Science	AAS
Business - Traffic and Shipping	AAS
Inhalation Therapy	AAS
Medical Emergency Technician	AAS
Medical Records Technician	AAS
Nursing	AAS
College Adaptor (College Preparatory Program)	Certificate
Liberal Arts and Sciences	AA
Mental Health Technology	AAS

BRONX COMMUNITY COLLEGE

Performing Arts - Music	AAS
Business	
Business - Accounting	AAS
Business - Business Administration	AS
Business - Retail Business Management	AAS
Business - Secretarial Science, general	AAS
Business - Secretarial Science, legal	AAS
Business - Secretarial Science, medical	AAS
Chemical Technology	AAS
Data Processing	AAS
Engineering Science	AS
Mechanical Technology	AAS

Plastics Technology	AAS
Medical Laboratory Technology	AAS
Nursing	AAS
X-Ray Technology	AAS
Liberal Arts and Sciences	AA
Transfer Program in Education Associate	AAS
Afro-American Studies Curriculum	AA
Puerto Rican Studies Curriculum	AA
Bilingual College-Level Program (experimental)	

KINGSBOROUGH COMMUNITY COLLEGE

Business - Accounting	AAS
Business - Banking	AAS
Business - Business Administration	AAS
Business - Industrial and Labor Relations	AAS
Business - Insurance	AAS
Business - Real Estate	AAS
Business - Secretarial Science, Executive	AAS
Business - Secretarial Science, Legal	AAS
Business - Secretarial Science, Medical	AAS
Clerical Record Keeping	Certificate
Merchandising for Management Trainees	Certificate
Stenography	Certificate
Data Processing	AAS
Mental Health Aide	AAS
Nursing	AAS
Liberal Arts and Sciences - Humanities and Social Sciences	AA
Mathematics and Science	AS
Recreation Supervision	AAS
Medical Records Clerk	Certificate
Community and Mental Health Technology	AAS
Education Associate	AAS

NEW YORK CITY COMMUNITY COLLEGE

Advertising - Commercial Art	AAS
Advertising - Graphic Arts and Advertising	AAS
Business - Accounting	AAS
Business - Business Administration Transfer	AS
Business - Marketing	AAS
Business - Secretarial Science	AAS
Hotel Technology	AAS
Chemical Technology	AAS
Construction Technology	AAS
Data Processing	AAS
Electrical Technology	AAS
Electromechanical Technology	AAS
Mechanical Technology	AAS
Mechanical Technology - Design and Drafting	AAS
Child Care	AAS
Dental Hygiene	AAS
Dental Laboratory Technology	AAS
Medical Laboratory Technology	AAS
Nursing Laboratory Technology	AAS
Ophthalmic Dispensing	AAS
X-Ray Technology	AAS
Liberal Arts and Science	AA
Block Worker Training Program	Non-Degree
Building Inspector in Service Training Program	Non-Degree
Civil Service Preparation Center	Non-Degree
Fire Science	AAS
Civil Technology	AAS
Industrial Production Technology	AAS
Multiple Dwelling and Housing Maintenance Code	AAS
Industrial Fields Service Management	AAS
Heating, Ventilation and Air Conditioning	AAS
Management of Opthalmic Dispensing	AAS
Hospital Food Supervision	AAS

QUEENSBOROUGH COMMUNITY COLLEGE

Business - Accounting	AAS
Business - Business Administration	AAS
Business - Marketing	AAS
Business - Secretarial Science	AAS
Computer Technology	AAS

Electrical Technology	AAS
Electromechanical Technology	AAS
Engineering Science	AS
Mechanical Technology	AAS
Medical Laboratory Technology	AAS
Nursing	AAS
Liberal Arts and Science	AA

STATEN ISLAND COMMUNITY COLLEGE

Applied Language Studies	AAS
Business - Accounting	AAS
Business - Business Administration	AAS
Civil Technology	AAS
Electrical Technology	AAS
Electromechanical Technology	AAS
Engineering Science	AS
Mechanical Technology	AAS
Science Laboratory Technology	AAS
Medical Laboratory Technology	AAS
Nursing	AAS
Liberal Arts and Science	AA
Child Care	AAS
Orthopedic Assistant	AAS

COMMUNITY COLLEGE VIII

Medical Laboratory	AS
Child Care	AAS
Secretarial Studies	AAS
Liberal Arts	AA
Liberal Arts	AS

APPENDIX C

REGENTS ACTIONS ON AMENDMENTS OF REGENTS RULES AND COMMISSIONER'S REGULATIONS - AUGUST 1, 1968-AUGUST 31, 1969

Regents Meeting	Higher Professional Or Teacher Ed.	Subject Or Profession	Regulations Or Rule Passed
8/68	H.E.	Student Financial Aid	Article XXXIV, Regulations of the Commissioner, Regents Scholarships and Fellowships and Scholar Incentive Awards, amendments to Sections 262, 264, 269. (See pp 119-21)
	H.E.	Financial Aid	Article XXXIX, new, entitled: State Aid for certain Non-Public Institutions of Higher Learning, Section 320, Institutional Reports
	H.E.	Planning	Amendments to the Third Interim Revision (1967) of the 1964 Master Plan for The City University of New York, and the State University of New York Master Plan to provide for an eighth community college to be sponsored and administered by the Board of Higher Education of New York City. Such authorization is conditional upon receipt of information satisfactory to the Regents of the way in which the residence facility is to be financed and is further conditional upon the continual use of the residence facility for disadvantaged students.
9/68	H.E.	Degrees	Approved requests for authorization to grant certain degrees, The Bernard M. Baruch College of The City University of New York Associate in Applied Science (A.A.S.) Bachelor of Business Administration (B.B.A.) Bachelor of Science in Education (B.S. in Ed.) Master of Business Administration (M.B.A.) Master of Public Administration (M.P.A.) Master of Science in Education (M.S. in Ed.)

			State University of New York College at Brockport Bachelor of Science in Nursing (B.S. in Nursing) State University of New York Maritime College at Fort Schuyler Master of Science (M.S.) Community College of the Finger Lakes Herkimer County Community College Genesee Community College Associate in Arts (A.A.) Associate in Science (A.S.) Associate in Applied Science (A.A.S.)
	P.E.	Chiropractic	Amendment of Section 38 of the Regulations of the Commissioner providing passing on average
	T.E.	Certification	Article XV, Regulations of Commissioner of Education, Teachers' Certificates, amend Sections 116, 117, 131, 133, 134, 134-a, 142, 144, concerning teacher certification
	H.E.	Two-Year Colleges	Approved Amendments to State University Master Plan,, for the establishment of a second campus for the Erie County Technical Institute*
	H.E.	School of Architecture	For the establishment of a school of architecture at State Universiry of New York at Stony Brook*
	H.E.	School of Architecture	Approved Amendment of Master Plan of the City University for the establishment of a school of architecture in the City College of the City University of New York.
10/68	H.E.	Degrees	Approved Request For Authorization To Grant Degree The City College of The City University of New York, New York, to grant Master of Architecture

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*subsequently disapproved by Office of the Governor

			(M.Arch.) degree to duly qualified candidates successfully completing the approved program at The City College of The City University of New York
	H.E.	Degree Registration	Approved Amendments to Rules of the Board Of Regents Article II, The University of the State of New York; State Education Department, Section 40, Registered degrees, subdivision 2, paragraph q, to be amended.
	P.E.	Psychology	Amendment of Section 27 of the Regulations of the Commissioner eliminating the requirement in psychology that the completion of advanced study culminate in the award of the doctoral degree not later than ten years after the commencement of graduate study in psychology.
	P.E.	Psychology	Amendment of Section 98 of the Regulations of the Commissioner providing a prerequisite examination in the basic science of psychology for foreign trained persons unable to substantiate that their foreign doctoral programs were equivalent to doctorates in psychology registered by the Department.
11/68	H.E.	Degrees	Approved request for authorization to grant degree Request of Board of Higher Education of the City of New York to award the Master of Arts (M.A.) and Master of Science (M.S.) degrees to duly qualified candidates successfully completing approved programs at John Jay College of Criminal Justice of The City University of New York
	H.E.	Financial Aid	Approved amendments to rules of the Board of Regents Article II, The University of the State of New York; State Education Department, Section 40-a to be added, to be Definition and

			classification of degrees. (The Regents are authorized by the Education Law to define and classify degrees in order that the formula involving state aid to certain non-public higher institutions can become operative by September, 1969, when the first payments are to be made.)
	P.E.	Funeral Directing	Amendment to Article 1, Section 2, Subdivision 8 of the Regulations of the Commissioner deleting all reference to embalming and/or undertaking. Health Department has responsibility for review of pre-professional requirements for funeral directing.
12/68	H.E.	Degrees	Approved request for authorization to award degrees Request for authorization for State University of New York Board of Trustees to award the degrees of Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) at the Tompkins-Cortland Community College to duly qualified candidates successfully completing approved programs approved.
	H.E.	Student Financial Aid	Approved Amendments to Regulations of the Commissioner of Education Article XXXIV, Regents Scholarships and Fellowships and Scholar Incentive Awards, Section 264, Additional eligibility requirements for Regents scholarships and fellowships, by adding a new subparagraph relating to the Herbert H. Lehman Graduate Fellowships.
2/69	H.E.	Degrees	Approved request for authorization to award degrees Request of Board of Trustees of State University of New York to award following degrees: Erie County Technical Institute, Buffalo Associate in Arts (A.A.)

			North Country Community College Associate in Arts (A.A.) Associate in Science (A.S.) Associate in Applied Science (A.A.S.) Request of Board of Higher Education of the City of New York to award following degrees: Herbert H. Lehman College of The City University of New York Bachelor of Arts (B.A.) Bachelor of Science (B.S.) Bachelor of Fine Arts (B.F.A.) Master of Science (M.S.)
3/69	P.E.	Massage	Promulgation of Section 29-b of the Regulations of the Commissioner for the purpose of stipulating standards for registration of curriculums in massage.
	P.E.	Architecture	Amendment of Section 86 of the Regulations of the Commissioner for the purpose of removing certain no longer necessary regulations and to bring the examination requirements into accord with the national trend.
	H.E.	Planning	Approved Regents Statewide Plan for the Expansion and Development of Higher Education
	H.E.	Engineering Education	Approved proposals for the development and support of engineering education in New York State.
	H.E.	Financial Aid	Approved statement in support of Senate Bill 5361 For financial aid to private colleges and specifically the determination of eligibility for such aid.*
4/69	H.E.	Degrees	Approved request for authorization to grant degree Queens College of The City University of New York - Request of Board of Higher Education of the City of New York to confer the degrees of Master of Fine Arts (M.F.A.) and Bachelor of Music (Mus.B.) at Queens College of the City University of New York.

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*passed by both houses of the Legislature; vetoed by the Governor

	P.E.	Social Work	Amendment of the Regulations of the Commissioner by adding a new Article III-A, Section 50 (Unprofessional Conduct) for the purpose of establishing rules of unprofessional conduct for the profession of social work.
	T.E.	Certification	Article XV, Teachers' Certificates, Section 119, Certificates valid for service as supervisor of elementary education, is repealed; new section 119 added - Certificates valid for administrative and supervisory service
	P.E.	Architecture	Amendment of Section 87 of the Regulations of the Commissioner for the purpose of avoiding misunderstanding in the names used by architectural firms as part of their firm name or in other forms of presentation.
	H.E.	Financial Aid	Approved New York State higher education facilities special opportunities proposal and grant request - Teacher College, Columbia University, and Community College Number Eight, City University of New York (local sponsor) for year July 1, 1969 to June 30, 1970. (Higher Education Facilities Act of 1963)
5/69	H.E.	Degrees	Approved request for authorization to award degrees Request of State University of New York Board of Trustees to award the Bachelor of Fine Arts (B.F.A.) degrees at the State University of New York College at Buffalo, and at State University of New York College at New Paltz
	P.E.	Medicine	Amendment of Section 32, 33 and 35 of the Regulations of the Commissioner for the purpose of permitting the Department and the State Board of Medical Examiners to take advantage of new developments in state licensing examinations.

	P.E.	Psychology	Amendment to Section 28 of the Regulations of the Commissioner to require a fee of $20 for the prerequisite examination in the basic science of psychology taken by foreign trained persons unable to substantiate that their foreign doctoral programs were equivalent to doctorates in psychology registered by the Department
6/69	T.E.	Teacher Aides	Approved amendments to regulations of Commissioner of Education Article XV, Teachers' Certificates, Section 149, Teacher Aides
	H.E.	Student Financial Aid	Article XXXIV, Regents Scholarships and Fellowships and Scholar Incentive Awards. Sections 260 through 278. Purpose: To bring the Regulations in conformity with the recodification and amendment of Article 13 of the Education Law, as enacted by the Legislature at its 1969 Session.
	H.E.	Two-Year Colleges	Approved programs at Schenectady Community College (SUNY) One exception - curriculum in engineering science
8/69	H.E.	Curriculum Registration	Amended Regulations of the Commissioner Re: registration of curricula in higher, professional and teacher education. Amended Sections 1, 3-5, 20, 21 and 26, for the purpose of clarifying current concepts of standards.
	H.E.	Financial Aid	Re: State aid to certain nonpublic institutions of higher learning. Added Section 321 which prohibits use of State aid for religious worship or for the advancement or inhibition of religion
	P.E.	Committee on Professions	Addition of Article XXII-A to the Rules of the Board of Regents to authorize the Committee on the Professions to take action on applications in licensing matters pursuant to Rules duly adopted by the Regents.

H.E.	Governance	Amended Rules of the Regents Re: prohibition of faculty members and other salaried staff of higher institutions from serving as trustees of the institutions which employ them.